

**St Edmunds Catholic Primary School**  
**SEND Policy**  
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**School beliefs and values around SEND**

*Our commitment to Christ's ministry and to the uniqueness of each individual leaves Catholic schools ideally placed to respond with imagination and sensitivity to those needs. Essential to that task will be a proper respect for the gifts and needs of each individual, a flexibility of approach and a commitment to press for the provision of appropriate resources by the relevant authorities.*

(Evaluating the Distinctive Nature of a Catholic School).

The staff and Governors of St Edmunds Catholic Primary School believe that every pupil in our school has an entitlement to develop to their full potential. To do this, we provide an educational experience that allows children to show achievement and recognise their individuality. All our children are valued equally and so inclusion recognises a child's right to a broad and balanced curriculum, which is appropriate to their individual needs, talents and abilities.

The term 'special needs' has a legal definition. Children have special educational needs if he or she has a significantly greater difficulty in learning or has a disability that makes it harder for them to learn than the majority of children the same age. Therefore, all staff are dedicated to ensuring that the needs of all of the children are met by planning and delivering provision to the children in order for them to succeed and reach their full potential within our nurturing ethos.

**Section 2: Aims and Objectives**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **Section 3: Identifying special educational needs**

In accordance with the new Code of Practice (2014), there is a graduated approach set up in order to determine which children have a special educational need and the process which the SENDCO, practitioners, parents/carers and outside agencies become involved in.

At St Edmunds, teachers respond to pupils needs by:

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

It is the responsibility for the teaching staff to plan and provide an accurately challenging, broad and balanced curriculum of which all children can access and achieve to their full potential. It is here where the practitioners should notice and record any initial concerns. This is the opportunity for the teacher to differentiate future lessons for identified individual children and is the first step in responding to pupils who have or may have SEN.

If the concerns become more apparent then the practitioner will have discussions with the SENDCO and advise on some next steps for the child. However, if there is no significant change then the SENDCO will arrange a consultation with the practitioner, key worker (Early years) and parents/carers to discuss the issue further and agree on outcomes and provision via a learning plan and provision map. It is then vital that the progression of the implemented provision/support is reviewed regularly.

There are a number of areas of concern which are **not SEN** but may have an impact on the progress and attainment of children. It is vital that these children are set achievable outcomes and provision in order for them to thrive and reach their full potential. At St Edmunds Catholic Primary School, we measure the outcomes and provision for the children through evaluating their learning plans and ensuring that SMART targets are used.

### **Section 4**

#### **A graduated Approach to SEN support**

"It is paramount that we identify children with a special educational need as early in their learning journey as possible as a delay can give rise to learning difficulty and subsequently to a loss of self-esteem, frustration in learning and behaviour difficulties."(SEND code of practise, 2014)

At St Edmunds Catholic Primary School we strive to ensure that parents/carers are made fully aware of the assessment process and provision put in place to support their child. The SENDCO and class teachers meet regularly with the parents/carers to discuss develop-

ments and next steps in the children's education. Therefore we have 4 broad categories of need which we follow to ensure accurate and early identification of special educational needs and steps to provide support, in order for children to fully achieve to the best of their potential throughout their learning journey.

For children to be placed on the SEN Support list, we follow a graduated approach to ensure that it is a special educational need and that it is appropriately planned and provided for. The approach works as follows in our school:

### **Assess**

At St Edmunds, early concerns about identified children who may need to be added to the SEN support register are reported to the SENDCO by the class teacher or class teaching assistant. A meeting will be held with the class teacher, parents/carers and SENDCO where appropriate to discuss concerns and identify the child's areas of support for the child. These possible areas will be addressed through appropriate provision. There will be regular review meetings to discuss whether or not the provision suggested is matching the needs and if not make appropriate adjustments. If no substantial progression is being made by the child after an agreed amount of time then, with permission from parents/carers, the SENDCO will contact relevant outside agencies such as specialist inclusion teacher, school nurse team, educational psychologist, occupational therapist, speech and language therapist etc... to organise an assessment to be made by them.

The class teacher is responsible for assessing the child's progress and delivering a broad, balanced and adequately challenging curriculum to the children. The class teacher and SENDCO will look closely at the assessment data in line with national expected results for a child of similar age to determine if it is an SEN concern.

### **Plan**

If a decision is made that a child should receive SEN support, then the class teacher, parents/carers and SENDCO where appropriate will meet together to agree on desired outcomes and plan, via a learning plan the provision and support that the child will receive in order to meet their outcomes and therefore make progression with a clear date to review it. At Brookfield Primary School, we believe that it is vital for parents/carers to become fully involved and immersed in the learning journey of their child and to be aware of the support available in order for them to progress. The class teacher SENDCO and parents/carers will meet regularly to review the progress made and, if necessary, set new SMART targets outlining the provision provided for them to achieve and thrive.

### **Do**

The class teacher, key worker (Early Years), support staff and SENDCO all have a part to play in ensuring that the support is implemented and closely monitored. It is the responsibility of the class teacher, key worker, support staff to work with the child on a daily basis. The SENDCO will support the staff and, alongside the class teacher, oversee the implementation of interventions or programmes of support. The class teacher, key worker and support staff will work together with the child on a daily basis and measure the impact which the intervention is having on their learning. There will then be regular professional discussions between the SENDCO and class teacher regarding the assessment of the child's response to the actions taken and discussing any problems encountered during the interventions/programmes

of support. The SENDCO will then advise, or draw on advice from outside agencies for effective implementation of support for the child.

### **Review**

Through regular reviews and evaluations of Learning plans and provision maps the impact and quality of support provided will be assessed by the SENDCO and the child's practitioner alongside the child's parents/carers and also allowing the child to respond to their progress. It is fundamental that parents/carers are fully informed of the progress and next steps in their child's learning journey. If the child receives an EHC plan, the local authority will request a review to be completed every 12 months with the participation of relevant outside agencies. The SENDCO at St Edmunds will lead the annual reviews on behalf of Lancashire County Council and arrange the meeting as well as inviting relevant parties and circulating reports.

### **Section 5: Criteria for exiting the SEN list/record**

At Brookfield Park Primary School, the SENDCO oversees the progress and development of children and through discussions with class teacher and parents/carers, decides which children need to be placed on the SEN support list for further support.

### **Section 6: Supporting pupils and families**

Pupils with special educational needs will be admitted to St Edmunds in line with the school's 'Admission policy'. School will meet the requirements of the SEN and Disability Act. Where school is alerted to the fact that a child may have a learning difficulty or other individual need, plans may be put in place in advance of admission.

Transition mornings are completed in the summer term each year for children to meet their new teacher, class and new learning environment. Year 6 complete a transition morning in their new secondary schools also. School can arrange extra transition days for SEND children to allow them to become more familiar with their new setting and new faces. Support Assistants can also complete work at school to familiarise the child with teachers and rooms in the new secondary school. More information about transition can be found in section 12 of the SEND information report.

### **Section 7: Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children who have an EHC plan may also have medical needs. If this is the case, then the EHC plan brings together health and care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Section 8: Monitoring and evaluation of SEND**

The policy will be reviewed annually by the Head, SENDCO and Governor. Pupils will be invited to add their views via the school council. Parents'/carers' views will also be taken into account.

The SENDCO will oversee and have professional discussions with members of staff regarding the impact of the provision set out in their provision maps and IEPs. The SENDCO will also evaluate the value added progress of SEND children.

The SENDCO will feedback positive findings from assessment data and analysis and will also discuss further areas for improvement with the Head, Governors and members of staff.

Teaching staff are encouraged to monitor and evaluate the progress made by their SEND children through regular reviews of their Learning plans and the SEND provision map and also through meeting with support staff to evaluate the impact at the end specific interventions.

## **Section 9: Training and resources**

At St Edmunds Catholic Primary School we recognise that in order to develop effective inclusive practice in the school, we need to keep staff fully updated concerning all issues related to it.

The SENDCO will attend regular network meetings such as SENDCO cluster meetings, to receive updated and relevant training and feedback to staff.

Non-teaching staff who support individual pupils and groups of pupils, with special educational needs, will continue to develop their curriculum and special educational needs knowledge. This will be regularly updated through regular meetings with the SENDCO and other appropriate staff and by attendance at appropriate externally provided courses.

When there appears to be a school-based need, we will buy in professional help to deliver to the staff during the twilight sessions or INSET days.

The governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Our school is part of a Network Cluster Group and would always use an opportunity to cluster with other schools to provide training for staff.

The governors will ensure that the needs of the pupils are met by employing a SENDCO who will identify needs and manage provision.

The Head and SENDCO will use the child's EHC plan and L.E.A. banding document to determine and make appropriate provision. The governors will ensure that appropriate support staff are employed to support pupils and staff.. All children with an EHC plan for special needs have funding to cover their S.S.A. hours and IDSS specialist teacher support.

The SENDCO will complete an action plan each year identifying targets linked to SEND and this is reviewed termly to ensure that inclusive learning needs are met.

## **Section 10: Roles and responsibilities**

Mrs Elaine Williams is the SENDCO. Her role is to monitor the SEND policy and to report annually to the governing body. She can be contacted via email at [ew@st-dmunds.lancs.sch.uk](mailto:ew@st-dmunds.lancs.sch.uk) or by contacting the school office on 01695 724798. The SENDCO at St Edmunds Catholic Primary School is also part of the senior leadership team (SLT.) The governing body has identified a SEND governor to have oversight of SEND in the school who will liaise with Mrs Johanson. The SENDCO and Head teacher are responsible for the management of funding regarding Looked After Children (LAC), Pupil Premium Grant (PPG) and other SEN funding.

All class teachers and support staff are responsible for meeting the needs of all pupils in their class and monitoring and evaluating the impact of their provision and further support. Support staff are also responsible for working with SEND children and monitoring their progress during intervention sessions. Each member of support staff will have a named line manager from the senior leadership team.

## **Section 11: Reviewing the policy**

The policy will be reviewed annually by the Head, SENDCO and Governor. The policy will be reviewed in accordance with current and relevant legislation and also tailored towards the school's needs for special educational needs.

**\*Review date: September 2019**

## **Section 13: Accessibility**

St Edmunds school is wheel chair accessible. There are automatic doors at the school entrance. There are also allocated disabled parking spaces on the school car park clearly marked for disabled use only and these are wider. There are disabled toilets for adults and children as well as rooms equipped with hoists, shower and medical beds that are height adjustable.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary.

We have a fully accessible ICT suite with large button keyboards when necessary.

More details about accessibility can be found in our local offer and also the SEND information report. (Sections 1, 3c, 3d, 6 and 8)

## **Section 14: Dealing with complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance contact the SENDCO to arrange a suitable meeting time to discuss their concerns. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. When all other avenues have been exhausted, the Chair of Governors will be notified.

## **Section 15: Bullying**

St Edmunds Catholic Primary School is a highly inclusive school and believes that all children should be happy, safe and confident in school, so therefore takes any act of bullying very seriously. The school has an 'Anti-bullying' policy which outlines the procedures and sanctions in relation to instances of bullying. Each year the school hosts an 'Anti-bullying' week to raise awareness of how bullying can make others feel and what the definition of bullying is. Parents/carers will be made fully aware of our 'Anti-bullying' policy which is available on the website.

Members of staff are trained and understand the procedures when dealing with bullying and also are aware of the signs when a child is being bullied.

## **Section 16: Appendices**

- The local offer for St Edmunds Catholic Primary School on the Lancashire website.
- SEND information report can be found on our school website.