



# Draft SEN Policy

***Believe - Achieve - Serve***

**Our Mission Statement:**

At Ursuline Catholic Primary School we aim to build up a Christian Community which develops the full spiritual, emotional, intellectual and physical potential of each and every pupil in the happy, caring, supportive, family atmosphere of a Catholic School.

Together we endeavour, in all things, to honour God's name, to advance His Kingdom and to carry out His will.

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## 1. Aims

Our SEN policy and information report aims to:

- To create an educational environment that meets the needs of every pupil.
- To ensure that all pupils with special educational needs and /or disabilities are identified early, assessed and catered for and make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies.
- To clearly identify the roles and responsibilities of school staff and the governors in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life.
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Miss Catherine Fitzsimons and can be contacted through [fitzsimonsc@ursulineprimary.co.uk](mailto:fitzsimonsc@ursulineprimary.co.uk)

They will:

- Work with the headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information**

#### **5.1 The kinds of SEN that are provided for**

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Further information can be found in the SEN information report.

#### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil (when appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record of concern or enhanced quality first plan and given to their parents.

We will notify parents when it is decided that a pupil will be placed on the SEN register.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Further information can be found in the SEN information report.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents which information will be shared as part of this in line with GDPR. When moving schools we will always contact the new schools SENCO and share information about the type of provision that is required for a pupil to achieve their learning goals. Additional transition visits are often arranged so children can experience their new school at different times of day.

When moving to a new class or phase in the same school information sharing sessions will take place with the new class teacher. Regular opportunities will be provided for children to become familiar with the new area they will be working in and transition booklets will be complete when necessary.

For children with a complex profile, multi-agency meetings will be arranged to create a more detailed transition plan.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Children may have access to a range of support strategies and/or interventions as outline in the school SEN information report.

#### **5.7 Adaptations to the curriculum and learning environment**

The school complies with all relevant accessibility requirements. Due to the nature of the building at present children with certain disabilities cannot fully access all areas of the building but provisions will be made so all pupils are fully included. As part of ongoing building plans through Cunliffes property and construction consultants, plans are in place to eventually install a lift so children with disabilities would have access to all areas of the building. The facilities we have at present include:

- Ramps, rails for access to the building
- Accessible toilet in the main building which is fitted with an alarm and an accessible toilet in the new reception classrooms
- All fire exits are clearly sign posted and will illuminate in low light levels
- Wide opening doors in all corridors

- Hearing loop in school office and hall
- Sensory room

We make the following adaptations to ensure all pupils' needs are met in the classroom:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, dyslexia friendly fonts, sloping boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO arranges for school based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. Over the last academic year the following areas have been covered;

- Specialist TA training delivered by Seftons social communication team
- ADHD training
- Team Teach
- Training on dyslexia intervention- 5 minute box
- Early reading programme

We work with the following agencies to provide support for pupils with SEN:

- Sefton Inclusion Service
- Educational Psychologist
- Complex Needs Team
- Together Trust
- Social Communication Team
- Speech and Language
- Occupational Therapy
- Physiotherapy
- School Nurse

### **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Tracking progress through the use of BSquared
- Tracking progress through PIVATS and Autism Education Trust Tool
- Regularly reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans or for children with complex profiles

### **5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in year 4, 5 & 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.11 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **6. Monitoring arrangements**

The policy and information report will be reviewed by Miss Catherine Fitzsimons School SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.