

St John Vianney Catholic Primary School



SEND Policy

October 2023

Headteacher: Mrs A Thorpe

St John Vianney Catholic Primary School
Special Educational Needs & Disability Policy

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the SEND Information report.

Mrs Watanabe is the co-ordinator of SEND and is responsible for the day-to-day running of the SEND policy.

Contact telephone number: 0191 2672233

Length of time in post: Mrs Watanabe has been SENDCO for Early Years and Key Stage One since 2017 and has been SENDCO for the whole school since March 2022. She is due to undertake the NPQ SENDCO from September 2024. Mrs Thorpe currently holds the NASENCO qualification.

Mrs Watanabe (SENDCO) is the nominated person on the Senior Leadership Team, who advocates Inclusion and SEND.

This policy has been discussed and shared with the staff and Governors of the school after consultation with the LA and Senior Leadership team. They acknowledge shared responsibility for making appropriate provision for children with special educational needs and disabilities. The policy is available to parents and families through our website.

Rationale

At St John Vianney Catholic Primary School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to pupils in ways which consider their varied life experiences and particular needs.

We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Aims and Objectives

- To ensure equality of provision for pupils with special educational needs and disability.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) regulations, Section 49, The Order setting out transition arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure that the special educational needs of children are identified early, and intervention reviewed regularly.
- To ensure parents/ carers are fully engaged in decision making.
- To ensure the wishes of the children (when appropriate) and views of individual parents are central when planning for children with special needs.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN
- Provide effective liaison with outside services, parents and the local secondary schools to ensure continuity of the children's education.
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes.

Admission Arrangements

The school has adopted the criteria set out in the Diocesan Admission Policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

Children who have an Education, Health and Care (EHC) plan or a statement of Special Educational Need where the school is named as the most appropriate educational setting for the child will be admitted.

Roles and responsibilities of SENDCO

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO (Mrs Watanabe) is responsible for:

- Overseeing the day to day operation of the policy, together with the Headteacher
- Liaising with the Headteacher to discuss the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaising with and advising teachers
- Advising on the graduated approach to providing SEN support
- Managing a range of resources, including support staff, to enable appropriate provision to be made for children with special educational needs and disabilities
- Overseeing records of all children with SEND
- Maintaining the school SEN register
- Liaising with parents and carers of children with SEND
- Monitoring and evaluating the special educational needs provision, and reporting to the Headteacher and governing body
- Working with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Contributing to the training of staff
- Liaising with external agencies including the LA's support, health and social services, Children and Young People's services, counselling services, Speech and Language and voluntary bodies
- Identifying staff training needs and organising relevant training with regards to SEND
- Ensuring that school keeps the records of all children with SEN up to date

Roles and responsibilities of The Class Teacher

The class teacher is responsible for:

- Setting high expectations which inspire, motivate and challenge pupils
- Promoting good progress and outcomes for pupils
- Ensuring that Quality First Teaching takes place to support all pupils
- Planning and teaching lessons in which teaching responds to the strengths and needs of pupils with SEND
- Working closely with support staff in the planning and monitoring of interventions
- Making accurate and productive use of assessment to inform the cycle of Assess, Plan, Do, Review.
- Managing behaviour effectively to ensure a good and safe learning environment
- Fulfilling wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicating effectively with parents with regard to pupils' achievements and pupils' well-being

SEN support staff work with individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

The governor responsible for SEND is Mrs Kaluza.

The designated teacher for child protection is Mrs Thorpe.

The designated member of staff responsible for managing pupil premium is Mrs Thorpe.

Children in Care (Children in Care)

The SENCO and Head Teacher meet on a termly basis ensure that arrangements are in place for supporting pupils that are in care and also have SEND. SEND reviews and SEN Support Plan meetings are coordinated and where possible meetings are held on the same day.

The designated members of staff for Children in Care are Mrs Thorpe and Mrs Watanabe.

Access to Facilities and Provision

Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our school is a purpose-built single-story building with access to a disabled toilet. Medicines are kept in school according to our Managing Medicines Policy.

(See Accessibility plan)

Allocation of Resources

Mrs Thorpe and Mrs Watanabe are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. This includes:

- Staffing costs, for example: teaching assistants
- Work with external agencies, for example: Educational Psychologist
- Resource requirements for children
- Staff training, for example: Sensational Schools.

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum

At St John Vianney Primary School, all children have access to a broad and balanced curriculum. Our pupils receive inclusive, quality first teaching that is accessible to meet individual need. Identifying, assessing, planning and reviewing is part of Quality First Teaching. Our SEND Information Report and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Teachers are responsible and accountable for the progress and development of the pupils. For the majority of the week, pupils with SEND are taught with their peers in mainstream classes. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted interventions, planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements

St John Vianney Primary School follows the graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils.' (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

There are 4 broad areas of need:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SP)

The following are **not** SEND but may impact on progress and attainment:

- Medical needs
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

SEND Support

The school adopts the levels of intervention as described in the SEN C.O.P 2014. The Code of Practice advocates a graduated response to meeting children's needs. When children are identified as having SEN, the school will intervene through SEN Support as described below.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

Plan

Parents/carers will be formally notified by the SENCO or class teacher. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on CPOMS.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least three times per year with the class teacher and, where appropriate, the SENCO. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEND team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Virtual School.

Further details on provision for pupils with SEND can be found in the SEND Information Report.

SEN Support Plans

When a child is placed on the SEN register, a SEN Support Plan is drawn up which records targets, provision, review dates, success criteria and outcomes. The writing and implementation of the SEN Support Plan is the class teacher's responsibility. The SEN Support Plan is shared and reviewed with the SENCO, class teacher, support staff and parents three times a year. The child should be consulted and involved at an appropriate level in developing and discussing the SEN Support Plan. All children must be aware of their targets and what they need to do to make progress.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

SEND Information Report

This report, and the Annual SEND Report, can be found on the school website. These outline the provision normally available for pupils with SEND as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transition is carefully planned in order to ensure transition both within school and from St. John Vianney's to high school. Parents/carers will be fully involved in the planning for transfer to the new class/school. Key information about SEND provision will be shared with the next teacher/school through the review process.

Partnership with Parents/Carers

At St. John Vianney's we value our partnership with parents. Parents are encouraged to share any concerns about their child with staff and staff will always inform a child's parents if they have concerns in school. Meetings are arranged each term to discuss the progress of special needs children with their parents/carers (which include parent/teacher consultation evenings).

Parents/carers are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

We also employ a Family Support Adviser, Mrs Lashley, who works alongside children, colleagues and outside agencies to provide extensive support for pupils and their families.

An Early Help Plan is used to co-ordinate support for children and their families, who have a range of needs.

Pupil Participation

The views of the child should be sought where practical, taking into account age, maturity and capability of the child. When the initial concern form is completed the views of both the child and the parents are sought. Targets and plans are discussed with the child and where appropriate they have input into target setting.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages, Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by Mrs M Kaluza, the governor with responsibility for SEND
- The views of parents/carers and pupils
- Regular meetings between SENDCO, class teacher, SENTAs and Headteacher
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA and Bishop Bewick Catholic Education Trust-led audits to externally validate provision and outcomes for pupils with SEND

Staff Development

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in school training by the SENCO. See Annual SEND Information Report for details.

The BBCET SEN lead is Nicola Taylor (01912747373), she works alongside our SENDCo, Mrs Watanabe and is on hand to offer support and advice as requested.

Medical Conditions

St John Vianney School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a co-ordinated way with their Healthcare Plan.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Headteacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Local Governing Board will consider the complaint, after which, if necessary, the BBCET and finally the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This policy has been approved by Governors in Nov 2023

This policy is reviewed annually. The next review due date October 2024