

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'



SEND Policy

Approved by the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Review Dates:	Date Reviewed: Ratified at FGB 20/05/2022	To be reviewed: May 2022
Signatures:	Headteacher: Mrs J Holden	Chair of Governors: Mrs Amy Day

Statutory

This school has a commitment to safeguarding and promoting the welfare of children.

Special Educational Needs Policy

INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information Report (Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Our Special Educational Needs Coordinators

The School has two SENDCo's Mrs Ahmad EYFS/KS1 and Mrs Wood KS2. There are also members of staff who are responsible for speech and language and social, emotional wellbeing.

OUR INCLUSIVE ETHOS, CULTURE

This policy is written in consultation with staff and Governors and in light of our mission statement, in that it values and respects pupil's, staff and parents at Our Lady of Peace Catholic Primary and Nursery School. Our aim is to respond to all children in our care with sensitivity and imagination. All teachers are educators of every child or young person, including those with SEN.

"Every pupil is entitled to a curriculum that is broadly based, balanced and appropriate to his/her needs." (Education Reform Act 1988)

Children and Families Act 2014 Section 20

Children with any special educational needs, whether long or short term, require special provision to ensure that they have the greatest possible degree of access to the whole school curriculum which will include the National Curriculum and Foundation Stage. This will be achieved through the Code of Practice.

Our SEND Governor is Mrs Lisa Nash.

Whilst we are aware of the four categories of need for children and young people we at Our Lady of Peace consider the needs of the whole child. We thrive to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and

young people and not just hours of provision/support. Our Governing Body understand and co-operate with Slough Borough Council in fulfilling their duties in ensuring that Our Lady of Peace Primary and Nursery School use our “best endeavours” to ensure our children are well supported.

AIMS

- To identify children with special educational needs within the four categories at an early stage and to encourage staff awareness.
 - Cognition and Learning
 - Communication and Interaction
 - Physical and Sensory
 - Social, Emotional and Mental Health
- To create an atmosphere where the aspirations of and expectations for all children with SEN are raised.
- To ensure adequate resources and staffing are available for these children as far as is possible within the school budget.
- To ensure that all staff, parents and children create a close partnership to identify the objectives and plan a programme. All parties involved will review and assess progression regularly.
- To ensure that the information, confidential or otherwise, is easily accessible and transferred with the child.
- Parents or young person have the right to complain and will be made aware of the procedure.

OBJECTIVES

- To ensure early identification will be achieved through rigorous tracking and careful monitoring, teachers write termly whole class provision maps where children who are underachieving are identified early. Appropriate interventions will then be actioned.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a whole pupil, whole school approach to the provision of support for special educational needs.
- To provide Special Educational Needs Co-ordinators who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that every teacher has the appropriate training to identify and support
 - any child with SEN.
- To provide appropriate support materials, resources will be reviewed regularly by the SENCO.
- To liaise with the appropriate external agencies with SENCO's offering guidance and support to the class teacher.

- To inform parents of all matters appropriate to their child and have the opportunity to comment on decisions concerning their child's needs.
- To support parents of children who may require an Education, Health and Care Plan and guide them through the process and any relevant literature.
- To hold regular meetings with the Special Educational Needs Governor, Mrs Lisa Nash and the Special Needs Team to ensure that there is adequate provision for each child.
- To provide regular reports to the full body of Governors.
- To have formal meetings with teaching and support staff at least termly to discuss the children on the School's SEN Register. Informal meetings will be arranged to discuss children where the need arises.
- Inclusion Manager to make an Early Help Referral where appropriate and ensure they are regularly updated.

IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS

The four broad areas of need give an overview of the range of needs that our school should provide for. When identifying a child with SEND and the provision we provide, we would consider the whole child and not solely the special educational needs they are displaying. The SEN Code of Practice (September 2014) suggests that pupils are only identified as SEN if they do not make adequate progress once they have received all the intervention/adjustments and good quality personalised teaching (Pg.88 Section 6.37 onwards).

Triggers for SEN Support are when, despite receiving Quality First Teaching (QFT), differentiated learning opportunities and booster support a child:

- Makes little, inadequate or no progress.
- Shows signs of difficulty in developing literacy or mathematical skills.
- Presents persistent social, emotional or mental health difficulties.
- Has sensory or physical problems.
- Has communication and/or interaction difficulties.

In the first instance, the class teacher would fill out a Record of Concerns Form (Appendix 1) and then, in consultation with the SENCO, consider all the information gathered from within the school which relate to the pupil's progress, against national data and expectations for age related progress. This includes high quality and accurate formative assessment.

Our school would then follow the Graduated Approach to SEN Support: Assess, Plan, Do Review.

Any concerns we have which relate to a child or young person's behaviour will be explored with parents/carers to ensure we work as a team to find the underlying cause. Fundamentally, behaviour is a response to a need and our school will endeavour to work with parents/carers to find and provide for that need.

Other factors which are not SEN may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of a Serviceman/woman

These factors would be carefully looked at prior to our school identifying a child as having special educational needs.

When a child is identified as underachieving or having difficulty in a particular area or areas of the curriculum, the school evaluates the provision in place for the child and follows the criteria below:

Quality First Teaching (QFT) - Wave 1

Effective teaching for children with SEND shares most of the characteristics of effective teaching for all pupils. QFT for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes guided work for small groups where work is pitched at appropriate levels for differing groups. This is called differentiation and each ability group is challenged to reach their full potential. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Booster Work - Wave 2 Pre SEN Support

Effective provision for children ensures that once they have been identified as beginning to underachieve compared to their peers, Booster Work is given. The support is put in place for these children to meet National Expectations. These groups tend to be smaller clusters of children with similar needs. This provision is documented on a Whole Class Provision Map (WCPM). At this point the school has a duty of care to notify the parents of the extra support their child requires. This is normally discussed during parents evening.

SEN Support - Wave 3 Small Group and 1:1 Support

If Booster Work and personalised teaching proves unsuccessful and the child does not make adequate progress, they may be identified as having a Special Educational Need. At this point, parents/carers would be invited to meet with the teacher and aid in the initial completion of their child's first Individual Provision Map (IPM). The provision is additional to or different from that given in Wave 2. Group Work in this wave would continue at a smaller ratio and in some cases the

interventions would be 1:1. As IPMs are written and reviewed, parents are asked to meet with the teacher, contribute to and sign the document. Teachers will share with the parents/carers how best they can support their child at home.

Education Health Care plans (EHC plans)

For a very small minority of pupils, progress through SEN Support may not provide adequate or appropriate support. After consultation with parents/carers, all the relevant staff and involved outside agencies we may decide to make a request for a Statutory Assessment. Parents also have the right to make a request at this stage, as do Social Services or other agencies who have had close contact with the child. This application would involve requesting additional hours of support for the child.

Reviewing, Assessing, Planning and Implementing - a continual cycle

Our school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN. There are various ways that the staff are able to track and assess the progress of a child with SEND according to the provision provided for them. There are termly feedback meetings held between the SENCO and class teachers about provision and the child's tracking data. These identify all children's current levels of attainment and the amount of progress they are making. Data analysis after termly assessments is collated and reviewed to ensure that pupils are making progress and the correct interventions are in place.

The SENCO's work closely with the Senior Leadership Team (SLT), Safeguarding and Inclusion Manager and SEN Governor and feedback on any learning walks or observations held across the year. This feedback is crucial for continually moving our school forward and ensuring we provide good outcomes for our pupils with SEND.

ADMISSION ARRANGEMENTS

In line with our All Inclusive Policy and in light of our mission statement all children with a particular need or disability will be considered following the guidelines of the Disabilities and Discrimination Act 2002.

OUTCOME FOR PUPILS WITH SEND

The additional SEN support the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make progress towards their outcomes

- Feel valued and included
- Enjoy school

CRITERIA FOR EXITING OUR SEN REGISTER

After data analysis is collated and reviewed, the class teacher and SENCO will look at the progress made. If the gap has been narrowed and the child with SEN is now performing just below or within national expectations, they will be removed from the SEN register. Likewise, if a child meets their long term outcomes and their teacher feels they have achieved what would be expected of an average child in their year group, they will be removed from the SEN register. This system is reviewed on a termly basis, 3 times a year by the SENCOs'.

SUPPORTING PUPILS AND FAMILIES

It is now a statutory requirement for our Local Authority to provide a local offer for parents/carers of children with SEND. Our LA offer can be found at:

http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=gdlmbHh_0kHc

Our Local Offer Report can also be found on our website: www.olopprimary.co.uk in the SEND section.

Our school may involve other external agencies (including health, social care and Slough Council support services) to meet the needs of pupils with SEND and their families by using the following:

- Specialist Teaching Service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit
- County SEN Team
- SEBDOS (Social, Emotional, Behavioural Difficulties Outreach Service)

The school communicates the contact details for the support listed above for children with SEND and their families via:

- Our school website
- 1:1 discussions
- Annual reviews

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Our school recognises that pupils 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 our school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Education Needs (SEN) and may have an Education Health Care plan (EHC plan) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed Care Plan will be compiled with support from the Welfare Officer, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support and training is put in place.

The school's Medical Conditions and the Administration of Medicines policy can be found in the school office.

TRAINING AND RESOURCES

We provide rigorous continued professional development to ensure that our teachers and LSAs are trained in relation to the four broad areas of need set out in the SEND Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

We continually identify new provision and training we feel would benefit the needs of our children and strive to develop a wealth of timely and cost-effective interventions which are run with confidence by our staff. We aim to provide at least 3 training sessions every term as a minimum.

ACCESSIBILITY

Our school's main buildings are Disability Act (DDA) compliant for children and the main buildings are accessible for wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps. Our school has a 3 toilets for disabled users.

We strive to make reasonable adjustments to our curriculum and learning environments to ensure disabled users have equal opportunities within our school. We work in partnership with parents/carers and external professionals to ensure a child with a disability has their needs met. We ensure the children feel safe and secure in our school at all times and promote inclusion with extra-curricular activities such as after school clubs and trips. Please click the icon below to see our Accessibility Plan 2021-2024.



Accessibility Plan
2021 2024.docx

DEALING WITH COMPLAINTS

The arrangement for the treatment of complaints from parents of pupils with SEND concerning the provision made at school aims to be resolved informally within the school setting. However, in extreme cases complaints may need to follow the procedure outlined below:

Stage 1: Initial discussion with the class teacher (pre-arranged formal discussion).

Stage 2: Formal discussion with SENCO's or Safeguarding and Inclusion Manager.

Stage 3: Formal discussion with Headteacher or Deputy Headteacher.

Stage 4: A formal request to the Clerk of Governors.

BULLYING

Our school aims to create a safe environment where our pupils grow and flourish without fear. Each pupil has the right to be safe in and out of school and be protected when they are feeling vulnerable. We therefore take a strong stance in relation to bullying of any type. We promote positive friendships and utilise circle time to help children understand what makes a good friend and how to care for their peers.



BEHAVIOUR and
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REVIEWING THE POLICY

Our SEND policy is currently reviewed on an Annual basis. The SENCO's, Inclusion Manager, Headteacher, together with the SLT and SEND Governors will be responsible for monitoring the effectiveness of this policy.

List of External Agencies Supporting Special Needs

Catherine Watson	Educational Psychologist: Slough Borough Council
Julia Heath	SEBDOS
Janette Walker	AIO SBC
Simran Randhawa	Private Speech and Language Therapist
Ellis Rivers	LACES SBC
Daria Kowalska-Bleach	Autism Outreach Support Services



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Record of Concern Form

Copy to be given to SENCO

Child's Name: _____

Class: _____

D.O.B: _____

Date concern raised: _____

Date of next meeting/review (if applicable) _____

Person who is raising concern & role _____

Those Present: _____

Broad Area of Concern (tick appropriate area/areas):

Cognition and Learning

Sensory and/or Physical needs.

Social, Mental and Emotional Health

Communication and Interaction

Reason for Concern

NC levels/ National average for subject / EYFS Assessments

Reading: _____

Writing: _____

Maths (Number): _____

EYFS Development Matters Scores:

Nursery Assessment data:

Strategies used so far:

-
-
-
-

Impact:

Evidence attached: from books/ class planning/observations - YES/NO

Has evidence been shared: YES/NO

Have parents been informed of concerns: yes/no

Parental Comments:

Actions decided by the SENCO in consultation with all stakeholders

Referral to be made yes/no

Action Plan to be put together after meeting with Class teacher/SENCO/Parents (circle as appropriate).

Actions Plan:

Action	Adult Responsible	Desired Outcome