



*"We are a Catholic community, living and learning in faith.
Through the Gospel values of faith, hope, trust and love,
we aim to recognise individuality and enable each other to fulfil our potential"*



St Cuthbert's Catholic Primary School **Special Educational Needs Policy**

Responsibility for policy	SENCo
Presented to and approved by FGB	14 th December 2021
Review date	Autumn 2024
Status	Statutory
Adopted Surrey Policy	Yes

This policy was updated in June 2022 and again in September 2022 to reflect personnel changes

St Cuthbert's Catholic Primary School is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the School and its community to demonstrably share this commitment.



Introduction

At St. Cuthbert's CP School we value all children as individuals and are committed to giving them every opportunity to reach their full potential. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for every child. The achievements, attitudes and well-being of all our children matter. We aim to provide a supportive and challenging environment that respects differences and recognises achievements.

This policy has been written with the knowledge and collaboration of the whole staff and links with other school policies including:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Positive Touch Policy
- Safeguarding and Child Protection Policy

The policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014.

Key Personnel

Headteacher:

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Aims

At St. Cuthbert's CP School we value the individuality of all our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential. The school recognises that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child the school works closely with parents and follows the guidelines set out in the SEND Code of Practice 2014. We want children to leave our school as confident individuals equipped to cope, to the best of their ability, with the challenges of the next step in their learning.

We use our best endeavours to:

- Enable access to the curriculum for all children
- Identify and meet the needs of children who have special educational needs and disabilities
- Work in partnership with parents and carers
- Work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the child
- Work within the guidance provided in the SEND Code of Practice 2014
- Choose the most appropriate form of intervention to ensure good learning outcomes

Identifying Special Educational Needs and Disability

The SEND Code of Practice 2014 definition of special educational needs is:

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

The SEND Code of Practice describes four broad categories of need which can be used to help identify a child's primary area of need.

Communication and Interaction - This could include children on the autistic spectrum (ASD)

Cognition and Learning - This could include children with specific learning difficulties

Social, emotional and mental health difficulties - This could include children with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder

Sensory and/or physical needs - This could include children with vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or ASD

However, it is important to take into account that a child can have needs which do not fit into just one area. At St. Cuthbert's CP School, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the children's need.

We are aware that slower progress and lower attainment does not necessarily mean that a child has SEN. We also look for children who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a child's ability to learn but do not necessarily constitute SEND. These include disability¹, attendance at school, health, English as an additional language, being a looked after child, being in receipt of child premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for this. Behaviour is not a need but a likely response to a need.

A Graduated Response to SEND support

At St. Cuthbert's CP School class teachers are responsible and accountable for the progress of their children. We provide three levels of support:

Wave 1

We believe that high quality first teaching, which is skilfully differentiated to support individual needs is the best first approach for all children.

Wave 2

However, there are times when despite high quality first class teaching, some children do not make adequate progress towards the desired level of outcome for that child. These could be children who are underachieving and need to make accelerated progress but may not necessarily be children with special educational needs. At this point the class teacher will review the possible barriers preventing a child's progress. Parents, and where it is felt appropriate, children themselves will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short term interventions and enrichment programmes will begin. At this stage the child may be recorded either on the SEND Support register or on the support awareness register. The progress made within the Wave 2 interventions and enrichments are recorded initially on the class provision map and then the whole school provision map.

Wave 3

If a child is still not making expected progress in any area despite high quality first class teaching and Wave 2 support something different needs to be done. The class teacher and

¹ Many children who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEN Code of Practice 2014.

SENCO will review all of the information gathered on the child and discuss the next steps with the parents/carers. The four stage process of: assess, plan, do, review described in the Code of Practice (see below) will be used to support the intervention programmes for each child. At this stage the child will already be recorded on the SEN register under the category of SEN Support. Parents/carers will already be aware of the challenges their child is experiencing through earlier involvement. All Wave 3 interventions are recorded on the class provision map and collated and monitored by the SENCo.

The Assess, Plan, Do, Review Cycle

Assess

The class teacher and SENCO will use the assessment data held by the school plus the teacher's own assessment information on the child to identify the child's needs. Parents/carers will be asked to contribute to this information gathering and assessment process.

Plan

Class teachers with/without the SENCO will plan specific strategies (which may be supported by staff from outside agencies) to tackle the learning difficulty experienced by the child. We will involve parents/carers and, where appropriate, the child in this process. The combination of the One Page Profile and an individual learning plan (ILP) will set out the individual's targets and what intervention is to be used to enable the child to overcome their difficulty.

Do

The child will work on the intervention at least weekly. Although the intervention may be delivered by a trained teaching assistant the class teacher is responsible for the progress the child makes. The adult running the intervention will keep records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

Review

At the end of the intervention period the children's progress will be assessed. Based on this, the class teacher and SENCO, in consultation with parents/carers where necessary, will plan the next step. Outside agency advice will be sought if the child continues to show a lack of progress.

Education, Health and Care Plans

If, despite our best endeavours, a child does not make expected progress or the gap between the child's level of attainment and their expected level widens we will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers.

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (Post September 2014) will have an Annual Review of their statement/plan.

Supporting Children and Families

Please refer to our Local Offer and the Surrey Local Offer. Links to these are in the SEN section of the parents section of our web site. Both explain how parents can access a range of support or the information can be found in the Useful Links section at the end of this document.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

Supporting Children at School with Medical Conditions

We recognise that children 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.

Some of these children may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Equal opportunities

At St. Cuthbert's CP School we are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Monitoring and Evaluation of SEND

The progress of the children with SEN is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle through book scrutiny and learning walks. Formative assessments are used during each term and results are scrutinised by the class teacher, SENCo and the Senior Leadership Team at the termly child progress meetings. Government directed SATs tests are sat at the end of each key stage and can be moderated by the Local Authority.

Training and Funding

Staff are trained in how best to support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEND. The school's SENCo regularly attends SENCo network meetings in order to keep up to date with local and national updates in SEND.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

Universal services and mainstream funding which is the money schools receive to fund a school place

Targeted support – schools are expected to use allocated funding to meet the additional support needs of children who require this

High needs funding or top up funding is provided by the Local Authority where extra resources are required by a child as set out in their EHCP (or Statement of SEN).

Roles and Responsibilities

Governors

The Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children. Link Governors for SEND, among others, routinely visit the school to evaluate policies and practice.

SENCo

The SENCO's role includes:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of resources, including LSA's, to meet children's needs effectively
- Liaising with parents of children with SEN
- Being a key point of contact with external agencies
- Liaising with feeder pre- schools to ensure a smooth transition for SEN children
- Liaising with secondary schools to support both children and parents.
- Ensuring that the school keeps the records of all children with SEN up to date
- Leading and training staff to ensure high quality first teaching

Class teachers

At St. Cuthbert's CP School class teachers are responsible and accountable for the progress of their children. They differentiate work to ensure children of all abilities are challenged as they

work towards ambitious targets. Class teachers work with the SENCo to implement strategies which support the learning of children with SEN.

Learning Support Assistants

Learning Support Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. LSA's work with children of all abilities and are trained to run interventions for SEN children.

Storing and Managing Information

Information about children is treated as confidential and is kept in lockable filing cabinets. Each class teacher has a file for storing information concerning their SEN children which is kept in a secure place. Within the file is a child awareness sheet which gives an outline of a child's needs and linked strategies to ensure continuity of support in case of supply or cover staff.

SEND information is passed to the SENCO of the children's next school in a secure manner.

Dealing with Complaints

Our policy is to solve any disagreement at the earliest opportunity. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive please follow the procedures set out in the complaints policy which can be found on the school website.

Useful Links

Local Offer – St. Cuthbert's CP School's Local Offer Document can be found on the school's website <http://www.stcuthberts.surrey.sch.uk/> through the SEND tab.

Surrey's Local Offer: www.surreysendlo.co.uk

Parental Advice

Surrey SEND Information, Advice and Support Service (SSIASS). This is an impartial, confidential and free service for parents of children with special educational needs.

www.sendadvice.surrey.org.uk