



St George and St Teresa Catholic School Policy for

Special Educational Needs And/Or Disabilities

(SEND)

Approved by: Full Governing Body	Date: 13 th March
Last reviewed on: March 2023	
Next review due by: March 2024	
Signed by: <i>T. Willmott</i>	Governor: Tina Willmott
Signed by: <i>K. Bickley</i>	Headteacher: Krystyna Bickley

<p>St George & St Teresa's Catholic Primary School Mill Lane, Bentley Heath, Solihull B93 8PA Tel: 01564 774906 https://www.stgandt.solihull.sch.uk/ Email: office@stgandt.solihull.sch.uk Headteacher: Mrs K Bickley Deputy Headteacher & SENDCo: Mrs A Connolly SEND Governor: Mrs T Willmott</p>
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The School Mission Statement underpins all aspects of the SEND policy.

MISSION STATEMENT

We learn the teachings of Jesus and pray together, praising God, learning about Him and growing closer to Him.

We show love and care to all, living our faith, and learning together.

Faith: We live it, love it and Learn it.

Our mission statement is integral to our inclusive ethos where all of our school community show love and care to each other. We value the importance of our catholic faith being at the heart of everything we do ensuring that we can all learn and work with each other, supporting each other through our gifts and talents across all areas of the curriculum. With these values at the heart of our mission we ensure all children learn and achieve alongside each other regardless of Special educational needs or disabilities

Faith
We live it,
Love it
And Learn it.

The Gospel Values pertinent to this policy are:

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At St George & St Teresa's Catholic Primary School we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

This special educational needs policy should be read in conjunction with our school's Information Report. This policy will be reviewed annually and was ratified by the Governing Body.

Our specific aims and aspirations for children with special educational needs are:

- To promote the Christian growth of the children in accordance with the teachings of the Catholic Church and to successfully embrace the Mission Statement.
- To provide a broad, balanced and exciting curriculum that meets the needs of all children and to ensure all children progress against planned outcomes in line with their abilities in all areas of the curriculum.
- To develop creative, open, inquisitive, lively, rich and discerning minds, physical skills, ambition and a positive relationship to challenge.
- To provide a positive climate which encourages high standards of behaviour and develops children's self-discipline and a respect and tolerance for others and their property.
- To provide a happy, safe and healthy, stimulating and secure learning environment which develops children's self-confidence, independence and self-esteem.
- To help children to understand the world in which they live and to develop a full range of skills necessary for their next step in their lifelong learning and to become responsible members of society in a rapidly changing world.
- To establish an environment of collegiality within which all members of the school family; children, parents, teaching and non-teaching staff, Governors, Parish, Local Authority, external agencies, the wider community and other schools can work collaboratively to successfully achieve these aims.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the MAC, the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents and carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: -

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people 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.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How does St George & St Teresa’s know if children have special educational needs and need extra help?

We know children need help if: -

- Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND: -

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning, then please discuss these initially with your child's class teacher. This then may result in a referral to the school's SENDCO, whose contact details are office@stgandt.solihull.sch.uk

Parents may also contact a member of the Senior Leadership team directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless: -

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special needs school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is scaffolded to meet the diverse needs of all learners, for a small number of children adapted teaching will be used to support children to learn.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services – see Information Report for more information) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes: -

- (1) Classroom observations by the Senior Leadership Team, the SENDCo, external verifiers;
- (2) On-going assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

Pupils' attainments are tracked using the whole school tracking system, overseen by the Senior Leadership Team, and those failing to make expected levels of progress are identified very quickly. Where appropriate, in liaison with the SENDCO, provision will be put into place to move the learning on and to close the gap with peers. This information is recorded on a provision map which allows close monitoring of the impact the adjustments to teaching and provision is having.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model as explained in the SEND Code of Practice (2015):

1. **Assess:** Data and information on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, scaffolding and if necessary adapted tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. High impact, research led interventions may also be delivered to provide opportunities for pre-teaching and consolidation and retrieval practice.

These adaptations may include strategies suggested by the SENDCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Where appropriate, children on the SEND register will have an Individual Education Plan (IEP), Needs Based Plan or management plan which will be reviewed and updated accordingly at least once a year with the SENDCO and class teacher, and a further 2 times a year with the class teacher. The school SENDCo has regular progress meetings with class teacher to monitor all SEND children and ensure provision remains appropriate. During these meetings provisions will be evaluated and next steps highlighted. Copies of these will be sent home. Parents are invited to Parental Consultations to review their child's progress with class teacher and in the summer term a report will be sent home. In certain circumstances a home-school diary might be set up in order to communicate with school staff on a regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher in the first instance who will then share with the SENDCo and members of the senior leadership team as necessary, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01564 774906.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. These include:

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. The aim of these groups are to support improved interaction skills, emotional resilience and well-being.

For information about pupils with medical needs please refer to the Medicines in Schools Policy. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes: -

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of all pupils with SEND.
- (3) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need: -
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be in consultation between the Headteacher, the Senior Leadership Team and SENDCO. Views of parents will always be taken into consideration.
 - For pupils with an EHCP, this decision will be reached during consultation between Mrs Bickley, the Senior Leadership Team and SENDCO. Views of parents will always be taken into consideration during Annual Reviews. How will I be involved in discussions about and planning for my child's education?
 - This will be through: -
 - discussions with the class teacher, SENDCo or Senior Leadership Team member;
 - during parental consultation's;

- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: -
- Your child's class teacher;
- The SENDCo – Mrs Connolly
- Mrs Bickley
- For any complaints, please contact the School Governor with responsibility for SEND. Their name is Mrs Willmott and they can be contacted via St George & St Teresa's School Office.

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link: -

<http://socialsolihull.org.uk/localoffer/>

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN Support: Children who are supported by the Inclusion Team and are on the SEND register.

SEND Register: SIMS list of children who have additional needs or disability.

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs Coordinator (also written as SENDCO)

PPS: Parent Partnership Services