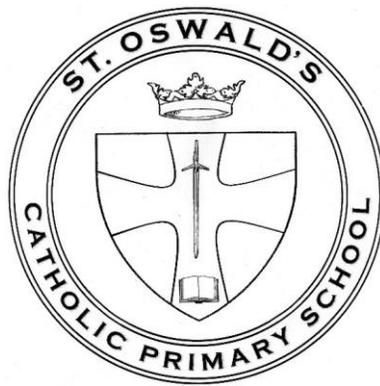


# St Oswald's Catholic Primary School



## Special Educational Needs & Disabilities Policy



# **Special Educational Needs & Disabilities Policy**

## **Mission Statement**

This is St Oswald's Catholic Primary School's policy for The Special Educational Needs & Disability Policy and is set within the context of the whole school aims and Mission Statement:

*"Together with Jesus, we will learn and Grow in Faith".*

St Oswald's Catholic Primary School Mission Aims are:

### **Gospel values**

With Jesus by our side, we will live out the Gospel values in all that we think, say and do.

### **Education**

We will strive for excellence in our ever-changing world, by promoting a love of lifelong learning.

### **Community**

By welcoming and working in partnership with the wider community, we will celebrate diversity through respect for others.

## **Name and contact details for the SENDCos.**

### **Infant department**

Mrs Kathy Reading

Bachelor OF Education (Ord)

Liverpool Early Years Certificate in Professional Development.

Contacted directly at the school on 0151 228 8436 or via email at

[kreading@stoswaldsschool.com](mailto:kreading@stoswaldsschool.com)

### **Junior department**

From January 2017 the SENDCo will be

Miss Jacqueline Jones

Bachelor of Arts Hons in Literacy with Qualified Teacher Status

She can be contacted directly at the school on 0151-228-8436 or via email at

[jjones@stoswaldsschool.com](mailto:jjones@stoswaldsschool.com)

This policy was created by the school's SENDCo's in liaison with the senior leadership team, staff and parents of pupils with SEND. It was a co-produced policy in the spirit of recent reform (2014).

The policy was produced in December 2015 by Miss Carol Townson and Mrs Kathy Reading.

It was reviewed in December 2016 by Mrs K Reading and Miss Carol Townson and will be reviewed again in December 2017.

The aims of our school permeate all aspects of school life, including the curriculum statutory and non-statutory, and extracurricular activities.

### **Aims and objectives of St Oswald's Catholic Primary School in relation to SEND provision**

To create an ethos and educational environment that is person centered; has the views, and needs of the child/young person and their families/carers at its heart to encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.

To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

To adopt fully the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.

To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.

To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;

To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

### **How Pupils with SEND are identified within St Oswald's Catholic Primary School**

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognise the definition of SEND as stated in the Code of Practice 2014:

**“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.** (p83)

The school reflects what the Code of Practice states (p88 sect 637) that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is categorised as ‘SEND Support’.

We are alert to emerging difficulties, which may not be evident at an early age, these concerns may be highlighted by parents, teachers or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties, as it very much depends on the individual case.

The four broad areas identified within the SEND Code of Practice 2014 (p86) are: **‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the SENDCos and information is shared appropriately and frequently.

Although the SENDCos have overall responsibility for the identification of pupils with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. Both SENDCos work closely to ensure consistency of provision from infants to juniors.

Our SENDCos also work closely with the Senior Management team and curriculum leaders to ensure all children are identified and supported as early as possible.

At St Oswald's Catholic Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including termly and yearly assessments, reading ages and annual pupil assessments including standardized scores.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.
- Very close liaison between the Infants and junior departments.

**What is not SEND but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- EAL

**St Oswald's Catholic Primary School teaches pupils with Special Educational Needs by:**

Differentiated quality first teaching is a priority for all pupils in the school including those with SEND.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. Identification could be from assessments, pupil profile meetings, concerns raised by the class teacher and support staff.

The SEND support takes the form of a four-part cycle through which targeted decisions and actions are made, revisited and revised, after assessing pupil's needs against expectations of good progress. This cycle is known as the graduated approach of **Assess, Plan, Do, and Review**.

**Assess**

Children will be assessed termly, pupil progress meetings will take place and children identified. This include four areas of Special Educational needs:

1. **communication and interaction**
2. **cognition and learning,**
3. **social, emotional and mental health**
4. **physical and sensory**

Class teachers, SENDCos and Assessment Coordinators track progress and identify pupils for support in correlation with the views of the class teacher, parents and children.

### **Plan**

Pupil progress meetings provide the opportunity to discuss suitable interventions for the identified children.

Pupil Provision Plan, produced to reflect the support in place for the child and sent home to parents with invitation to discuss and comments sheet provided.

### **Do**

Intervention and strategies in class to be implemented and additional resources provided if appropriate

### **Review**

Pupil Provision plans are reviewed within an agreed timescale to reflect progress made, the impact the intervention has had and future provision identified. Parent and child views are sought.

## **How St Oswald's Catholic Primary School adapts the curriculum and the learning environment for pupils with special educational needs**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a fully developed accessibility plan available on the school's website.

The school is proactive in removing barriers to learning (see accessibility plan and teaching and learning policies).

The school increases and promotes access for disabled pupils to the school curriculum. The school has improved access to the physical environment of the school. In school we have:

- Ramps outside for ease of access to school
- A lift in the junior building which the children can use
- Reflector strips on hand rails and stairs for children with a visual impairment
- Plans for a school building project due to start in summer 2017 will also ensure accessibility which will be compliant with the latest legislation.

The school strives, when appropriate to improve the delivery of information to pupils with SEND and their families. This will include planning to make written information provided by the school available in different formats. Advice regarding this will be taken from specialist teachers. Examples might include larger text, visual timetables, textbooks, information about school events, writing slopes, pencil grips etc.

## **How your school assesses and reviews the progress of pupils with SEND**

### **ASSESS** (refer to assessment policy)

In assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. The context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior against their peers and national data. The pupil's own views are sought. The school liaises fully with outside agencies who are conducting an assessment. Any concerns by parents are actively listened to and addressed. Assessment data is reviewed every term in our school.

**PLAN:** - We will formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCO agree adjustments to provision in consultation with the parent and pupil, also interventions and support as well as the expected impact on progress (outcomes), development or behavior with a clear timeframe for review.

**DO:** - The School's SENDCo's in consultation with the class teacher will advise on the appropriate support needed for the child. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out within the agreed timeframe. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions enabling them to be involved in planning next steps. In transition to another setting, information is shared.

## **How St Oswald's Catholic Primary School manages the needs of pupils who qualify for SEND support**

In many cases, the pupil's needs are met effectively within school. The way this is carried out is accessed in the School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory or at

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?record=sP86l8k3X44>

Where a pupil continues to make less than expected progress despite support matched with interventions and the addressing of areas of need, it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist; consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St Oswald's School include, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, outreach support from Abbot's Lea school, Childwall Abbey and Clifford Holroyd School. We can also access support from other services dependent on the needs of the child.

Some children may have multi-agency involvement, and school will consider the criteria for the levels of need; where relevant it may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an EHCP (Education, Health and Care Plan) assessment. In applying for this, the school presents evidence of all the actions taken as part of SEND support.

**How St Oswald's Catholic Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information**

At St Oswald's Catholic Primary School, we recognize that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person.

In creating the School's Local offer parental consultation was important. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTFA, questionnaires and coffee mornings, drop in sessions, events etc.

Where a pupil is receiving SEND Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the

pupil and the school. Personal Provision Maps go home each term and parents are encouraged to feedback to school on both the initial plan and the review information

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Parent's evenings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents, form an important part of monitoring and recording for the school.

### **How St Oswald's Catholic Primary School enable pupils with SEND to participate in all activities together with pupils who do not have SEND**

In school, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENDCo's monitor the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.

### **What support St Oswald's Catholic Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.**

St Oswald's Catholic Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties that may manifest in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviour because of low self-esteem or other issues such as neglect. The school employs two home/school link officers who support families with a range of difficulties .

**At St Oswald’s Catholic Primary School, we have clear processes to support children and young people and these are linked to our Behaviour policy and Anti bullying policies.**

These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil’s emotional, mental and social development in the following ways:

EYFS	KS1	KS2
1-1 sessions	1-1 sessions	1:1 sessions
Time to Talk	Time to Talk	Socially Speaking programme
Rainbows	Rainbows	Rainbows
Think Yourself Great	Think Yourself great	Think yourself great programme
	Emwaves Programme	Emwaves Programme
		Draw and Talk
		Peer Massage

**How senior leaders and governors at St Oswald’s Catholic Primary School monitor and evaluate the impact of the school’s SEND provision.**

The SEND Governor at St Oswald’s Catholic Primary School is Mrs Ruth Hill. She can be contacted via the school office, Head teacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENDCO and visiting classrooms;
- Ensuring they have an understanding of the role of the SENDCO and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). The SEND Governor will also liaise with the SENDCo's in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of: Reports presented by the Head teacher, SENDCo's and Link SEND Governor Parents/Carers, pupils and outside agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and these will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Provision maps and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

### **What training on SEND will be available for teachers, support staff and the SENDCo's?**

All primary schools within Liverpool belong to SEND Consortia, which provides opportunities to share best practice and offers support within the locality. Training on SEND is arranged with the support and involvement of the services attached to Consortia. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENDCo's, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENDCo Briefings and an annual SENDCo Transition Forum (KS2/3) in June, where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. Training can also be accessed outside Consortia if it is needed.

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 SENDCos provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

### **How SEND is funded at St Oswald's Catholic Primary School.**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other

funding (e.g. pupil premium) to optimise impact. The Head teacher, SENDCos and senior leaders have a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND in the year 2016 to 2017 is £318,577. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books, resources and equipment;
- In class and withdrawal support from support staff;
- Bought in professional services

### **How your school supports pupils with medical conditions**

Please see the school's policy on Supporting Children with Medical Needs

### **How St Oswald's Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time.**

(Also see Accessibility Plan and Disability Equality Scheme)

All pupils at St Oswald's Catholic Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is monitored closely.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria; they are differentiated appropriately and assessed to inform the next stage of learning.

The school's learning and Teaching Policy promotes best practice towards students with SEND.

Provision Mapping reflects the SEND provision provided by the school. Personal Provision Plans contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed

- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **How St Oswald's Catholic Primary School handles complaints from parents/carers of pupils with SEND about SEND provision.**

See complaints policy

### **Who is responsible for what?**

We acknowledge that the SENDCos share responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St Oswald's Catholic Primary School promotes the development of SEND provision in the ways identified previously.

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**' (page 5)

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENDCo's and Link SEND Governor
- Views of Parents/carers
- Views of Pupils
- Outside Agencies with evidence of joined together working.
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
  - Consideration of each pupil's success in meeting their agreed outcomes.
  - Use of standardised tests including reading, spelling and numeracy ages
  - An analysis of external tests including SATs
  - The school's tracking systems and teacher assessments
  - Evidence generated from Provision mapping and related interventions and person centered planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.

## **The role of the SENDCO**

The role of the SENDCO's involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting
- The SENDCO's have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually, updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated on a needs basis to support individual pupils who may need additional provision. This includes support staff in our schools including Teaching Assistants, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCOs should review targeted support on a regular basis.

- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.
- In line with good practice reference to children with SEND is included in all our policies.

**This SEND Policy was reviewed and updated in January 2017 and presented and accepted by the Governors in January 2017  
It will be reviewed in January 2018**

#### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

**Special Educational Needs and Disability Regulations 2014**

**Special Educational Needs Code of Practice 2015 – effective from 1<sup>st</sup> April 2015**

**Statutory Guidance on Supporting Pupils with Medical Conditions 2014**

**Teachers' Standards 2012**