



OUR BLESSED SAINTS SEND POLICY



SS. Peter and Paul Catholic Primary School

This document describes the Our Blessed Saints Federation strategy towards identifying and providing for children with Special Educational Needs and/or Disability as defined within the SEN Code of Practice 2014.

"Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEN Code of Practice (2014)

Mission Statement

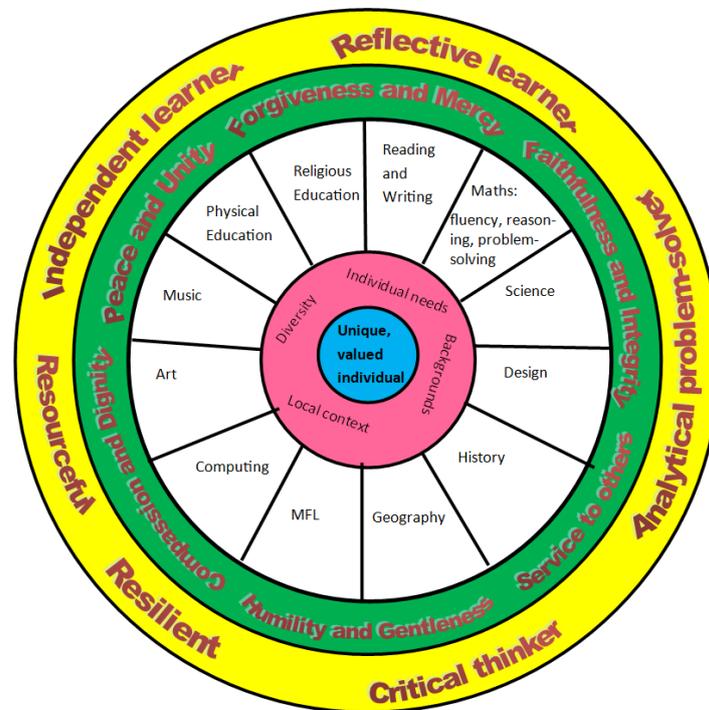
Jesus Christ said, "Your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matt.5:16)

We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny.

Both Federated schools - SS. Peter & Paul Catholic Primary School and St. Luke's- provide a welcoming, safe, secure and Christian environment for its children and staff, both teaching and non-teaching. Based upon Christian principles, and our Catholic faith, we aim to develop each and every child to their fullest possible potential.

The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to bring these closer together.

Our Rationale and Intent for all of the pupils within Our Blessed Saints Federation



Our Intent:

Overall

We aim to provide a uniquely tailored curriculum ensuring each individual child is at the heart of everything we do.

We aim to inspire our children to make a positive contribution in order to become well rounded global citizens.

Well-being

We aim to foster a safe learning environment whereby our children feel valued and develop a good understanding of themselves as learners.

Whatever we do is based on the Gospel Values.

Citizenship

We aim to enable children to make a positive contribution to school and local community whilst cultivating a respectful ethos.

Enrichment

We want to provide experiences beyond their normal range - to allow them to have new experiences and develop life skills.

Pedagogy

We aim to enhance opportunities for children to embed key skills through all areas of our curriculum.

Pedagogy

We want to develop children to be independent leaders in developing their own curriculum, being analytical thinkers and responsible for their own learning.

Aims and Objectives of this Policy

The aims of our SEND policy and practice are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

Definition of Special Educational Needs:

Children have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

The new Code of Practice 2014 recognises that there are four specific areas of Special Educational needs these being:

Communication and Interaction (CI):

"Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives"

Cognition and Learning (CL):

"Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment"

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health issues (SEMH):

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder"

Sensory and Physical needs (SP):

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers."

At SS. Peter & Paul Catholic Primary School, we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

What are the admission arrangements at SS. Peter and Paul Catholic Primary School for pupils with SEND?

SS. Peter & Paul Catholic Primary School is a catholic primary school under the trusteeship of the Diocese of Shrewsbury. It is maintained by the Telford and Wrekin Local Authority. As a voluntary aided school, the governing body is the admissions authority and is responsible for making decisions on applications for admissions. The coordination of admissions arrangements is undertaken by the Local Authority.

SS. Peter & Paul Catholic Primary School welcomes **all** children to our school and endeavours to ensure appropriate provision is made to cater for all needs. This will mean that a child with Special Educational Needs or Disability (SEND) is fully integrated into an age-appropriate mainstream classroom unless it is decided, in conjunction with other professional agencies, that alternative provision is needed.

All children with Special Educational Needs play a full part in the daily life of the school and through access arrangements are encouraged to participate in all activities.

Who are the professionals within the school and what are their responsibilities?

Class teachers:

The **class teacher** is involved in the day-to-day teaching, learning and assessment of your child. They are responsible for:

- Ensuring that your child receives outstanding quality first teaching and that the curriculum is differentiated appropriately for your child's individual needs. (This is called differentiation)
- Writing Individual provision maps (IPMs) for your child with clear, attainable targets. The IPMs will be reviewed and shared with you at the beginning of every term throughout the academic year.
- Assessing your child's progress regularly against their IPM targets and progress trackers. The class teacher will work alongside the Senior Leadership Team (SLT) and Head teacher to ensure that your child is making expected/good progress and adapt provision if necessary.
- Providing quality intervention programmes which are tailored to your child's individual needs and ensure that they are monitored, adapted and reviewed regularly.
- Ensuring that the school's SEND policy is followed within their classroom for all pupils with an SEND.

The Special Educational Needs Coordinator (SENCO)

The Special Educational Needs Coordinator (SENCO) at SS. Peter & Paul Catholic Primary School is Miss Louise Russell and she is responsible for:

- Ensuring that all pupils with SEND are identified and their individual needs are being successfully met by the class teacher and other individuals who may be working alongside your child.
- The SENCO will keep a SEND register to inform everyone within the school of the individual/specific needs of pupils with SEND.
- The SENCO will monitor the progress of all pupils with SEND to ensure that they are making progress and that their IPM targets are being successfully achieved and new targets are being set by the class teachers on a termly basis.
- Providing specific SEND training for all teachers and support staff to ensure that they are aware of new intervention programmes and can support your child to reach their potential.
- Working alongside parents to ensure that they can voice their worries and are an integral part of their children's learning and progress at SS. Peter and Paul Catholic primary school. The SENCO will ensure that parents are aware of external agencies and will liaise when necessary with agencies including LSAT, Speech and language Therapy, Occupational Therapy, Hearing Impairment, Educational Psychology, BST.
- Working with families who are in need of additional agency support through the CAF/TAC/Early Help process and will facilitate multi-agency meetings to ensure that the right intervention is requested and provided to support the family and the child's specific needs.

The Head of School and Executive Head teacher

Although the **Head of school (Miss Sarah Staniforth) and Executive Head teacher (Mrs Stacey Beale)** will not be working alongside your child on a day-to-day basis, they are responsible for ensuring that the class teacher and the SENCO are providing the correct support for your child so that their individual needs are being catered for.

The head of school and executive head teacher will also monitor the progress of all children including those with SEND and will discuss the successes or concerns with the class teacher, SENCO, Governors and the parents.

The Head teacher has a responsibility to make sure that the Governors of the school are informed of any issues surrounding SEND within school.

HLTA/Teaching Assistants

SS. Peter and Paul Catholic Primary School has ten teaching assistants within the school (2 Higher Level Teaching Assistants (HLTAs) and 8 teaching assistants) the teaching assistants are responsible for:

- Working under the direction of the class teacher/SENCO to support children with SEND.
- Implementation of IPMs and group targets through specified intervention.
- Monitoring the progress against IPMs and assessing pupils progress within their intervention groups.
- Discussing progress of SEND pupils with the SENCO, class teachers and pupils.
- Supporting pupils on a 1:1 basis where there is an EHCP or Statement.

The SEND Governor

At SS. Peter and Paul Catholic Primary School, we have a **SEND Governor (Mrs Dianne Kidd)** who works alongside the SENCO/Head teacher to ensure that provision for pupils with SEND are appropriate and are in place. The Governor is also responsible for:

- Making sure that the SEND policy and SEND Information report is up to date, that the school's offer is accurate and readily available for parents.
- Making sure that the school has appropriate provision in place for pupils with SEND.
- Meeting regularly with the SENCO to discuss the SEND provision within the school and reviewing the impact of SEN provision on pupils' progress and achievement.

How do we support pupils with SEND at SS. Peter and Paul Catholic Primary School?

Quality First Teaching:

The Code of Practice 2014 states:

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching"

At SS. Peter and Paul Catholic Primary School, we ensure that all pupils, regardless of SEND, are given **High quality teaching** within the classroom. We monitor class teaching regularly and ensure that the expectation for all pupils is high. The class teachers ensure that lessons are engaging and differentiated. All

pupils are encouraged to participate within the lessons and that different learning styles are being met. Teaching assistants work within the classroom to support pupils when necessary and will work with all pupils as well as some specific teaching for pupils with SEND.

Intervention Group Support

Once your child has been identified as having a Special Educational Need or Disability, an Individual Provision Map will be written and it may be decided that your child would benefit from some specific group work. This is called an Intervention group.

An intervention group will comprise of a small number of pupils with similar targets and will provide specific teaching related to a particular need e.g. speech and language activities, Dyspraxia motor control activities or additional Literacy/Maths intervention.

The Intervention group may be run inside or outside of the classroom base and will be led by a teacher, Higher Level Teaching assistant (HLTA) or teaching assistant who has received specific training to run the intervention group.

There may be times when external agencies will come into school to run a specific intervention group for a significantly smaller group or on a 1:1 basis. These agencies may include:

- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Sensory Impairment Service (sight/hearing impairment)
- Behaviour support team (BSAT)
- ASD outreach
- Build to Express Lego Therapy
- Strengthening Families

Before an intervention takes place, parents will be called to a meeting by either the external agency or by the school and everyone will work in collaboration to discuss the best way forward to meet your child's needs. If the school wishes to involve external agencies e.g. speech and language therapy, the Behaviour Support Advisory Team in order to support you child, your permission will be sought beforehand and the school will keep you informed of any meetings you may need to attend.

External agencies provide specialist professional support and will make recommendations to the school on how to make changes in order to best meet the needs of your child. Professionals can provide resources, training and strategies and will aim to overcome any barriers which are hindering your child's progress.

At SS. Peter and Paul Catholic Primary School, we currently provide the following intervention activities:

- Letters and Sounds phonics programme - this can also be completed on a 1:1 basis.
- Cool Kids
- Speech and Language programmes
- Lego Build to Express
- Write from the Start handwriting programme.
- Transition Intervention
- Beanstalk Reading programme
- Literacy/Maths booster groups
- Max's Marvellous Maths
- Circle of friends
- Fine Motor control intervention provided by the occupational therapy service.
- Emotional Literacy Support Programme (ELSA)
- Dynamo Maths
- Hornet Literacy spelling programme.
- Toe by Toe
- Power of 1 and Power of 2 Maths programme.
- Teach Your Monster to Read.

Individual support for a child with SEND

Specific targeted support will be provided for your child if your child has an Education, Health and Care Plan (EHCP). This means that your child has been identified by the class teacher, SENCO, Head teacher or external agencies as needing a high level of support (more than 15 hours per week) and funding is received by the school to provide specific provision and specialist support to support your child. Targeted support may include 1:1 support if deemed appropriate.

If you feel that your child's needs require a high level of support from school, external agencies and at home, you should discuss your concern with the SENCO and the school or you can request that the Local Authority carry out a statutory assessment of your child's needs. For more information about statutory assessment, speak to the SENCO who can guide you through the process.

Record Keeping

The SENCO is responsible for maintaining detailed and up to date records of all matters relating to SEND within the school. These are kept in a locked SEND filing cabinet. The information may include:

- SEND register of pupils
- Early Help referral information (Previously CAF/TAC)
- Education Health and Care Plans
- Records of external agency contacts/reviews/reports
- Pupils Individual Provision maps and reviews.
- Pupil progress data.
- Liaison meeting records

Who are the external agencies that support pupils' with SEND at SS. Peter and Paul Catholic Primary School?

The school is able to access a range of external services to help support your child's individual needs. These include:

Funded by the school:

- Learning support Advisory teacher (LSAT)
- Educational Psychology Service (EP)
- Behaviour support Team (BSAT)
- Multi-cultural Development Team (MDT)

Funded by the Local Authority:

- Sensory impairment Service for children with visual or hearing impairment.
- Speech and Language therapy
- Occupational Therapy
- Early Intervention Family support services
- CAMHS
- Physiotherapy
- School Nurse

What training is provided for teachers and support staff who work alongside pupils with SEND?

The importance of regular up-to-date training is essential in supporting pupils with SEND. At SS. Peter and Paul Catholic Primary School, we aim to provide regular training for all members of staff to ensure that they feel confident when supporting pupils.

Our team has received training on:

- Speech, language and communication difficulties and strategies.
- Cool kids - Developmental coordination Disorder
- Build to Express - Lego Therapy
- Child protection and safeguarding.
- Designated Safeguarding Lead training.
- Epi-Pen training
- Dyslexia
- Bereavement training
- First Aid
- MAPA - restraint training
- Asthma training
- Hearing Impairment training
- Autistic Spectrum Disorder (ASD)
- Future in Mind (emotional health and wellbeing)
- Winston's Wish counselling.
- Mental Health First Aid.
- Emotion coaching.
- Early identification of SEND.
- Precision teaching.
- Positive behaviour management.

We continue to ensure through continued professional development, that teachers and support staff attend regular training for SEND.

How will the school let me know if they have any concerns about my child's learning?

Initial concerns about your child's learning will be raised by the class teacher and will be discussed with the SENCO or/and the Head teacher. The Senior Leadership Team will discuss specific concerns at pupil progress meetings which take place termly.

The SENCO will arrange a meeting with you to discuss the concerns and any targets, actions or interventions which will take place. You will be fully involved in any planning which is needed and will have an opportunity to discuss any of

your own concerns. Referrals to outside agencies may be discussed to support your child's learning.

How does the school monitor the progress of all pupils' including pupils with SEND?

Teaching staff monitor **all** children's progress on a daily, weekly, half termly and termly basis using the school's assessment and progress trackers.

This is done through a variety of means including: observation, assessment activities, testing, marking and reviewing.

Every half term, your child will be assessed in reading, writing and maths. This data is reviewed formally at pupil progress meetings and discussed with the SLT. Within the Early Years Foundation Stage, teachers use evidence gathered through observation and within the child's 'Learning Journey' to make judgements of the pupils' attainment and progress.

For pupils with SEND, progress is monitored in the same way as other pupils. The expectation for SEND pupils is that they will make the same level of progress as their peers and it is the school's responsibility to ensure that appropriate intervention is in place to enable pupils to achieve this.

Where pupils in Year 1 and above with SEND are working below national curriculum age-related expectations, they are assessed using 'Pre-Key stage standards'. This is an assessment tool which allows pupils progress to be seen in smaller steps and aids the class teacher's planning and writing of Individual Provision Maps.

In Year 2 and Year 6, the children are formally assessed through the implementation of Standard Assessment Tests (SATs). The children's results are published nationally by the government. For SEND pupils working significantly below their age-related expectation in KS1 and KS2, they may be exempt from the SATs and school assessments will be used to monitor progress. The decision to exempt pupils from SATs is made by the senior leaders and the head teacher working in conjunction with external agencies and parents.

Where there is concern about your child's progress, the senior leadership team, SENCO and class teacher will monitor your child more closely and ensure that IPM's written are tailored correctly and that any intervention required is being delivered successfully.

At the end of an academic year, you will receive a written annual report about your child and their progress. The report will be also be discussed with your child's next class teacher as part of the transition meetings.

How does SS. Peter and Paul Catholic Primary School support a child when they are leaving or moving into a new class?

Transition, whether it is to a new class or a new school, can be a difficult time and we endeavour to make sure that we ensure that this process is as smooth as possible.

Transition to a new class:

All teachers work closely together to prepare for transition from year to year. Meetings are held to discuss all pupils and information is passed on in advance of the new academic year beginning.

For pupils with SEND, Individual Provision Maps are shared with the new teachers so that new Individual Provision Maps can be written at the start of the new academic year.

Some children with SEND may need transitional visits to their new classes and this is arranged during the summer term. Social stories may also be used to support transition for pupils with Autistic Spectrum Condition or who demonstrate anxiety.

All pupils visit their new class for 2 days during the summer term where they can meet their new teacher and begin their transition journey.

Year 6 pupils are supported through their transition from primary to their chosen secondary school.

During the summer term, the pupils meet their new 'Year 7 head of year' and are given the opportunity to ask questions or raise concerns about their next step to secondary school.

Following this visit, the children attend their secondary transition days. This normally comprises of two days in July but can vary from school to school.

Additional transition days can be arranged on request for pupils with SEND.

Transition to a new school

If your child is transferring to a new school, we will contact the school's head teacher and/or SENCO to discuss your child's needs and any support that is currently in place. If your child is part of the CAF/TAC or Early Help process, the new school will be invited to attend the meetings to ensure that any information is transferred during this time and you, as parents, can meet the new SENCO/Head teacher who will be responsible for your child's needs. Any paperwork including IPMs, external agency reports will be transferred to the new school.

What arrangements have been made to ensure there is accessibility for pupils with SEND?

In 2010, the Equality Act stated that schools were responsible in making reasonable adjustments to ensure that pupils with a disability were not disadvantaged as a result of provision, criterion or practice.

The Equality Act 2010 stated that there were three elements to the reasonable adjustment duty which were related to:

- Provisions, criteria and practices.
- Auxiliary aids and services
- Physical features.

SS. Peter and Paul Catholic Primary school supports inclusive access for all pupils. The school is on one level and is accessible by wheelchair users.

There is a disabled toilet located in the entrance foyer and we have designated disabled parking areas. All of our equipment is risk assessed annually.

Within the classroom, teachers ensure that the layout of their rooms accommodates pupils with physical difficulties.

Some children may need support in accessing the curriculum through the use of auxiliary aids. SS. Peter and Paul Catholic Primary school can provide:

- Sloping boards/writing slopes
- Pencil grips and a range of writing pens, pencils, and scissors.
- Fidget toys
- ICT equipment e.g. Ipads to support writing, Dragon dictate to support writing.
- Varied coloured paper and overlays.
- Reading trackers
- Air stability wobble cushions.

It is our intention to continue to make adjustments to the school building in line with the current legislation.

How are pupils with SEND supported during break times and Lunch times?

Children in Reception have their break and lunchtimes on the Early Years Foundation stage playground where they can access a variety of equipment and play games. There are two teachers on duty at break time and two lunchtime supervisors on duty at lunchtime.

Children in Y1-Y6 access the large playground at break and lunchtimes. They are provided with a variety of equipment and can play larger games such as football and ball games.

There are three lunchtime supervisors on the large playground and they encourage pupils to play games and access equipment provided.

How does SS. Peter and Paul Catholic Primary School encourage pupil voice?

We strongly value the contributions and opinions of our parents and alongside this, we recognise that the opinions of our children is also important. We aim to provide our pupils with opportunities to voice their feelings, concerns and opinions about a range of subjects across the school year. This is done through the school council who meet regularly to discuss aspects of school life and have been involved in our school policy writing during the past year. Pupils are also encouraged to participate in the children's safeguarding board 'Shield' and be part of the Mini Vinnies.

How do we work in Partnership with Parents at SS. Peter and Paul Catholic Primary School?

*"Positive attitudes to parents, user-friendly information and procedures plus awareness of support needs are important."
(Code of Practice 2014)*

At SS. Peter and Paul Catholic Primary School, we put parental voice at the heart of our school and we recognise that it is important to develop outstanding communication.

SS. Peter and Paul Catholic Primary School provides many opportunities to discuss the concerns, progress and achievements of all pupils. Twice annually, parents are invited to attend parent consultation meetings and there is an opportunity to meet with the SENCO in addition to the class teachers if you have any queries regarding your child's SEND provision, the school's policy and practice or you are looking for advice and support.

The class teachers', SENCO, Head Teacher and SEND Governor are happy to meet in an informal capacity at an agreed time to discuss your child's needs. Any appointments should be arranged at the school office.

As part of a child's SEND provision, external agency involvement may be required. SS. Peter and Paul Catholic Primary School works in partnership with parents to ensure that you are fully involved in all processes and assessments and feel supported.

SS. Peter and Paul Catholic Primary School works in conjunction with the Information Advice Support Service (IASS - this was previously titled 'Parent Partnership') who can support families of pupils with SEND to ensure that they are involved in their child's provision, can voice their views and provide information, guidance and support about SEND processes.

<https://cyp.iassnetwork.org.uk/>

Telford and Wrekin SEND Local offer

As a parent of a child with SEND, there are many services which you can access. Telford and Wrekin aims to provide information on what services you can expect from local agencies including education, health and social care.

<https://www.telfordsend.org.uk/site/index.php>

What can I do if I am unhappy about my child's education at SS. Peter and Paul Catholic Primary School?

The children's education is at the heart of our school and we aim to teach, support and guide the children to the best of our ability.

There may be times when you have a concern about your child's SEND provision or the support they are receiving. Any concerns should be addressed as followed:

1. Discussion with the class teacher or SENCO.
2. Appointment and discussion with the Head teacher.
3. Follow the schools complaints policy which can be found on the school's website.

Policy Review and Self Evaluation

The impact and effectiveness of our SEN practice and provision will be reviewed annually. This will be led by the SENCO and undertaken in conjunction with the Head teacher, SEND governor and parents where possible.

The agenda will focus on:

- SEN register and any amendments.
- SEND pupil progress.
- Effectiveness of provision mapping and impact upon pupil progress.
- Delivery, effectiveness and impact of intervention programmes.
- Record keeping.
- Resources and allocation of budget.
- Organisation of teaching team and timetabling.
- External agency provision and outcomes.
- Professional CPD opportunities.
- CAF/TAC/Early Help procedures.
- School Offer

This policy was written in September 2019

Approved by the Governing Board on: 12th October 2020

Review due: October 2021