



St. Aloysius' Catholic Primary School

Special Educational Needs and Disabilities (SEND) Policy

SCHOOL ARRANGEMENTS

Aims and Objectives

The Governors and staff of St Aloysius' recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a secure, educationally enriching and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs and disabilities.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- support children with special educational needs and disabilities to play an active part in planning their learning and provision.
- make effective use of support services.

Definition

The individual needs of the majority of children can be met by quality first teaching that is differentiated and personalized. Some children need educational provision that is additional to and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.



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A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs
- they are committed to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review



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- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND. Governors play a major part in school self-review.

In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- the quality of SEN provision is regularly monitored. The governors will also monitor the effectiveness of the special needs policy.

The **Headteacher** is the school's named person for special educational needs and disabilities and has overall responsibility for the policy and practice.

The Special Educational Needs Coordinators is are Mrs Karen Black and Ms Nicola Selway. They work closely with the staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs and disabilities.

They are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents/carers and children from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, and then following the assess, plan, do , review cycle
- helping to identify vulnerable learners
- leading on Team Around the Family (TAF) meetings
- maintaining the school's special educational needs register



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- ensuring applications for Education, Health and Care plans and Additional Funding are completed for identified children
- acting as Designated teacher for looked after pupils with SEND
- 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 care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing the deployment of teaching assistants
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative
- the day to day running of The Hive* see below

The School

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole.

The **class teacher** is primarily responsible for meeting the needs of all of the pupils in his or her class and for providing quality first and personalised teaching for pupils with SEND within the curriculum.



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The Teaching Assistants (TAs)

TAs support children with special educational needs and disabilities. This may be on an individual basis or in a group. They plan and work with staff, the SENCos and outside agencies to develop individual programmes and are included in discussions about children's progress.

Outside agencies assist the school as and when necessary and can be called on for advice and support. The school recognises the need to maintain liaison with outside agencies.

Admissions Arrangements

St. Aloysius' school serves the parish of St. Aloysius' and St. Gregory and Augustine. The Governors have a duty to preserve the distinctive nature of the school. If applications for places exceed the number of places available, it is the Governors' responsibility to allocate these places and details of the selection criteria can be found in the Admissions Policy which is available on the school website.

St. Aloysius' Catholic Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LEA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.



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Identification, Assessment and Provision

Allocation of Resources

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCOs.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Additional Funding or Education, Health and Care Plans.

St. Aloysius' School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. St Aloysius' provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.



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Identification, Assessment and Review

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. The Headteacher, SENCOs, and class teacher also hold pupil progress meetings 3 times a year. Where progress is slow, the first response is quality first teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and the importance of early intervention.

In deciding whether to make special educational provision, the Headteacher and SENCOs consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Teachers collect evidence using the OCC 'Identifying and Supporting SEN Moderation Criteria'.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCOs, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St Aloysius' School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development and progress. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.



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Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- low Foundation Stage profile
- a pupil's lack of progress despite receiving quality first teaching
- low achievement across the National Curriculum i.e. significantly below the expected level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

The SENCos and the class teacher, together with specialists, and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting additional funding or an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term at during parent consultations and led by the class teacher with input from the SENCos where necessary. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations and outcomes for the pupil.



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Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND provision map.

*Access is currently also available to The Hive. The Hive is a space within the school where children with complex and highly individualised needs can be educated in a smaller setting with a higher ratio of staff to pupils. Pupils have access to a more flexible learning environment with opportunities to learn at a pace which suits them. Class teachers liaise closely with Hive staff to plan learning opportunities and monitor progress. Children also have the opportunity to practice social skills. Access to The Hive is mainly for children with EHCPs, where it has been identified at a review meeting that they would make better progress in such an environment. The decision to place a child in the Hive is agreed with parents and may follow advice from outside agencies.

Categories of Special Educational Needs and Disabilities.

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction:

Speech, Language and Communication needs

Autistic Spectrum Disorder including Aspergers and Autism

Cognition and Learning: Moderate Learning difficulties

Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia



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Social, emotional and mental health difficulties:

Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder

Sensory and/or physical:

- Hearing Impairment
- Visual impairment
- Physical disability
- Multi-sensory impairment

Supporting Pupils with Medical Conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.

Curriculum Access and Inclusion

- St Aloysius' School strives to be an inclusive school, engendering a sense of community and belonging through its
- inclusive Catholic ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable outcomes for all children



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Evaluating Success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCOs and key stage coordinators
- Analysis of pupil tracking data and test results – for individual pupils
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of and review meetings
- The School Development Plan

Complaints Procedures

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCOs, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.



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In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school or from the Oxfordshire.gov.uk website.

Partnership Within and Beyond The School

Staff Development

The school is committed to gaining further expertise in the area of Special Needs education and disabilities. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County inclusion briefing meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

Links with Other Schools, Agencies and Support Services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCos, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCos holds contact addresses and request forms for other agencies and support services.



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Partnership with Parents

Our school believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the SEN and Disability Information Advice and Support Service (SENDIASS) is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child. Details are available at www.oxfordshire.gov.uk.

The Voice of the Child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At St Aloysius' School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.



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Transfer Arrangements

The SENCOs, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class twice for a whole morning session before transfer.

Nursery children transferring into the EYFS are visited by the EYFS teacher in the term before they start. We are able to plan flexible starts to EYFS for children with SEND who find transfers difficult.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCOs and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's EHCP should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCO of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor Catherine Rolfe. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.



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Appendices

Appendix 1

List of support agencies.

Signed Headteacher

Signed Chair of Governors

Date March 2019

Review March 2021



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Appendix 1

Close and effective links are made with a wide range of agencies to support parent/carers and school in meeting the needs of our children. The following agencies, where relevant, are currently involved:

Educational Psychology
Speech and Language Therapy
Consultant Pediatrician
Communication and Interaction Advisory Teacher
Pediatric Occupational Therapist
PCAMHS (Primary Child and Adult Mental Health Service)
Family Social Worker
VSLAC (Virtual School for Looked After Children)