

Sacred Heart R.C. Primary School

WESTHOUGHTON



city farm

SEND POLICY & SCHOOL OFFER

**We are the living
flame...**

*We are all God's children,
learning together,
discovering our gifts.
Knowing that we are loved and
listened to by God
and one another,
we help each other
to **shine**
on our journey.*

SHINE as we come, talk, work, walk & pray
together...

PURPOSE STATEMENT



Sacred Heart R.C. Primary School

WESTHOUGHTON

SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SEND] POLICY

Policy Statement: Special Educational Needs (SEN)¹

SENCO: Mr M Stubbs
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RATIONALE:

All our pupils are entitled to a broad, balanced and relevant curriculum. As a Catholic school, inspired and challenged by the Gospel, we are all committed to meeting the individual needs of all our children and to valuing what each and every child brings to the curriculum.

We believe every teacher is a teacher of every pupil, whatever their strengths and needs, and as such all teachers strive to ensure the best education for all those in their care.

AIM:

The aim of this policy is to ensure all children and young people receive the best provision possible, an education that enables them to make progress so that they:

-  Have high aspirations and therefore achieve their best;
-  Become confident individuals living fulfilling lives;
-  Are prepared to eventually make a successful transition into adulthood.

OBJECTIVES:

1. To identify and provide for pupils who have special educational needs and/or disabilities.
2. To continue to work within the guidelines set out in the Code of Practice.
3. To operate a 'whole pupil' approach to the management of special educational needs, especially in light of those who have had changes to their circumstances brought about by the Covid pandemic.
4. To provide a Special Educational Needs Co-ordinator who will work with the SEN and Inclusion policy.

¹ SEN means 'Special Educational Needs', and SEND means 'Special Educational Needs and/or Disabilities' throughout.

5. To provide support and advice for all staff working with pupils with SEN.
6. To develop and maintain partnerships with parents, carers and external agencies, and to foster close links with the parish community in ways in which will contribute to our children's education.
7. To ensure appropriate access to the curriculum for all pupils.
8. To appropriately meet the spiritual needs of pupils with SEN, particularly in relation to the Catholic nature of the school

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

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. At Sacred Heart, all staff have a role in monitoring pupils' progress and attainment.

There are four broad areas of need set out in the Code of Practice 2014.

These are as follows:-

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

In line with the Catholic ethos of the school, all areas of need are catered for in such a way as to ensure the child's overall wellbeing is the main priority, and it is recognised that that support in this area may be needed irrespective of the main presenting SEN.

The following are not indicators of SEN but may impact on pupil's progress and attainment:

-  Disability (the Code of Practice outlines reasonable adjustments – these alone do not constitute SEN);
-  Attendance and Punctuality;
-  Health and Welfare;
-  English as an Additional Language;
-  Being in receipt of Pupil Premium Grant money;
-  Being a 'Looked After' child.

As a result, staff will monitor the progress of such pupils and work with the pupils and their parents/carers to make relevant adjustments, where necessary, to provision in order to ensure best outcomes for those concerned.

A GRADUATED APPROACH TO SEN PROVISION

The process by which Sacred Heart R.C. Primary School identifies and manages children with SEN reflects the graduated approach recommended by the Code of Practice and is shown in the flowchart. Each stage follows the 'Assess, Plan, Do, Review' model outlined in pages 100-102 of the Code. Both pupils and parents/carers should be involved in each step of the process throughout. Each cycle should last no longer than a term, meaning at least one review per term. As far as is possible, children with SEN will be catered for within their class setting through the provision of differentiated work and targeted interventions.

CRITERIA FOR 'ENTERING' THE SEN REGISTER

When a child is judged to be making progress which:

-  is significantly slower than that of their peers starting from the same baseline;
-  fails to match or better the child's previous rate of progress;
-  fails to close the attainment gap between the child and their peers; or
-  widens the attainment gap,

teachers will, in discussion with the child and their parents/carers, implement time limited interventions targeted at the particular area(s) of weakness.

The outcome of this will be monitored and reviewed.

If parents/carers have any concerns, they are encouraged to contact the class teacher to discuss these concerns.

If progress is not sufficiently improved, the class teacher will work with the SENCO to investigate whether this lack of progress is due to a child having SEN or some other factor – these are listed earlier in the policy.

Should it be decided that SEN rather than other external factors are the reason behind lack of progress, the SENCO will, in consultation with pupil, parents/carers, and class teachers, add the pupil to the SEN register, and undertake further assessment of the pupil to ascertain as closely as possible the nature of the pupil's needs, and hence the best possible interventions to utilise.

MANAGING PUPILS ON THE SEN REGISTER

Once pupils are on the SEN register, the cycle of '**Assess, Plan, Do, Review**' will continue to be used to address areas of need. If progress fails to improve sufficiently, outside agencies may be brought in to offer support, from simple advice through to actually working with the pupil. These outside agencies will then be involved in any meetings regarding the effectiveness of provision in that stage of the cycle.

If, despite the extra support in place, progress still fails to improve for the pupil, the school will seek advice on applying for an Education, Health and Care (EHC) plan. The pupil, parents/carers and class teacher will be fully involved in this decision.

CRITERIA FOR 'EXITING' THE SEN REGISTER

Once progress improves, a joint decision between all parties involved will be made as to whether it is appropriate to gradually withdraw the extra support being given. This will be done in stages conjugant with the '**Assess, Plan, Do, Review**' cycle, and will be closely monitored to ensure progress is maintained. If progress stalls, this should be addressed quickly. Withdrawn support can be reinstated.

Once a pupil maintains progress without the need for individual programmes of support, they will be taken off the SEN register.

Further details as to the type of provision the school currently offers for SEN pupils can be found in the appendix.

SUPPORTING PUPILS & FAMILIES

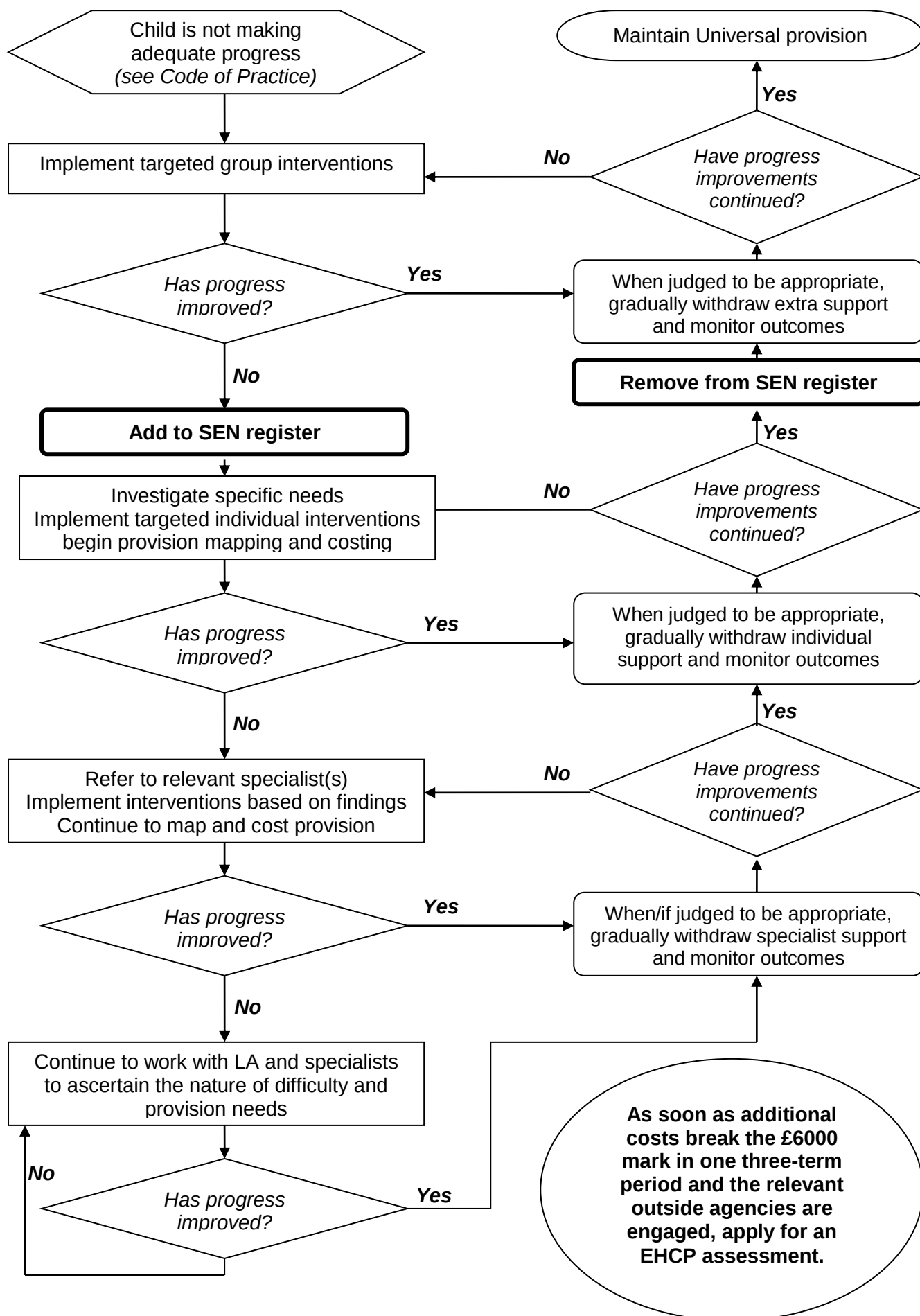
All pupils who have additional SEN support will have the exact nature of this discussed with parents in informal meetings with class teachers on a termly basis, although this interval may be shorter where deemed necessary. Parents will also be able to meet and discuss the provision for their children with the SENCO in termly SEND Weeks. In line with Covid 19 guidance, these meetings may be held 'virtually'.

Pupils with EHC plans will have these reviewed at a 'Person Centred Review' each year, where parents and pupils will be invited to record their views. With discussion, targets are defined at Annual Review Meetings and Education Health Care Plans are developed or amended, based on these recommendations. Once Education Health Care Plans have been written they are reviewed and endorsed by parents and pupils in an informal meeting with class teachers.

School welcomes parental involvement and always tries to ensure that parents feel able to meet and discuss any issues which may be causing them concern.

For access to out-of-school support, parents can access the 'Local Offer' of services at <https://mylifeinbolton.org.uk/send.aspx>

Flowchart showing the graduated approach to SEN provision



KEY ROLES & RESPONSIBILITIES

GOVERNING BOARD:

The Governing Board will, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Board will appoint an Inclusion Governor (INGov) to closely monitor the school's work on behalf of children with SEN.

SENCO:

The SENCO's role and responsibilities include:

-  working with the Headteacher and school governors to determine the strategic development of SEN policy and provision within school;
-  overseeing the day-to-day operation of the school's SEN policy;
-  co-ordinating provision for children with special educational needs;
-  working with the Assessment Leader to ensure SEN children are able to access exams and other assessments;
-  liaising with and advising fellow teachers;
-  managing learning support assistants;
-  overseeing the records of all children with special educational needs;
-  assisting class teachers in the job of liaising with parents/carers of children with SEN;
-  contributing to the in-service training of staff;
-  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 Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; and
-  liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

TEACHER:

All teachers should:

-  Be aware of the range and diverse needs of the children in the class;
-  Select the appropriate materials and ensure their use is relevant to each child;
-  Be responsible for the provision of a broad and balanced curriculum for all SEN children, according to the guidelines in the Code of Practice;
-  Help to identify any child who has additional special educational needs and liaise with the SENCO;
-  Liaise with parents/carers of children with SEN;
-  Be responsible for writing and evaluating Education Plans (on a termly basis or as appropriate); and
-  Maintain up to date records.

LIAISON WITH OUTSIDE AGENCIES:

Liaison takes place with all appropriate agencies, support services etc., on both a formal and informal basis.

There are regular meetings attended by the SENCO, and class teachers arrange relevant meetings to plan and monitor SEN support for children in their groups:

-  Meetings with Educational Psychologist as and when required;
-  Regular liaison with Outside Agencies undertaken by class teachers and SENCO in development and planning of SEN support and monitoring of progress;
-  Secondary Liaison giving close liaison with local secondary schools, including SENCO from St Joseph's R.C. Secondary School (or other relevant High School) is invited to attend Annual Reviews of Y6 pupils, or earlier if deemed necessary;
-  Liaison meetings relating to all children on Special Needs List;
-  Transfer of all relevant documents at Y6/Y7;
-  Parents.

MONITORING & EVALUATION:

Pupil's progress is assessed through:

-  Education Health Care Plan reviews – targets and progress;
-  Teacher Assessment three times per year in English and Maths;
-  Pre Key Stage statements – as appropriate;
-  Meetings with Educational Psychologist as necessary;
-  Report to Governing Board;
-  Lesson observations, book scrutinies and pupil voice

TRAINING & RESOURCES:

SEN training needs are identified through monitoring of pupils' needs and the relative success of teaching strategies and interventions put in place as discussed during Pupil Progress Meetings and on other occasions as necessary. It is addressed through the school coaching programme and School Improvement and Development Plan and is available to all relevant staff.

Similarly, resource needs are addressed through this same process.

The SENCO will, from time to time where necessary, lead training to disseminate relevant information to help keep staff up to date with best practice and current requirements.

STORING & MANAGING INFORMATION:

All documentation with respect to both current and past pupils with SEN is treated as confidential and stored in line with current data protection and information storage guidelines (GDPR).

COMPLAINTS PROCEDURE:

In the event of any disputes arising in respect of provision for those children who have additional SEN support, the Governors' complaints procedure is available on the school website.

Initially, parents/carers should work with the Class Teacher to resolve any differences. If they still feel the outcome of this to be unsatisfactory, they should contact a member of the School Leadership & Management Team.

With respect to children on Education Health Care plans, parents/carers may put forward their concerns through the Annual Review. There is a further Appeals procedure through the LA.

MONITORING & POLICY REVIEW:

The SEN policy will be reviewed annually at the start of each academic year by the Governing Board in consultation with all stakeholders.

Policy agreed by Governing Board

XXXX

Policy to be reviewed

Autumn 2025

Sacred Heart R.C. Primary School

Appendix 1- SCHOOL OFFER: Types of provision the school currently offers for SEN pupils

Area of Need	All pupils where appropriate (Wave 1)	Catch-Up (Wave 2)	SEN Support (Wave 3)
Communication and Interaction	- Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language - Increased visual aids/modelling etc - Visual timetables - Structured school and class routines. - Opportunities for talk (partnered/group)	- WellComm Strategies for Reception and Key Stage 1 - Communication Friendly School/ELKLAN strategies	- ELKLAN trained TA Speech and Language support - Life Skills curriculum for children with Speech and Language needs. - Speech and Language Therapist
Cognition and Learning	- Differentiated curriculum planning, activities, delivery and outcome. - Increased visual aids/modelling etc - Visual timetables - Use of writing frames	- TA support for Literacy and Numeracy - Targeted group support from additional teacher - Booster groups - Phonic Catch-up group - Dyscalculia (Numeracy) activities - Computer based programs for Literacy and Numeracy - Reading Partners - Write From the Start (Fine motor skills) - Toe by Toe - Precision Teaching	1:1 Tuition for Literacy and Numeracy - Highly adapted curriculum for children with an EHCP - Educational Psychologist involvement
Emotional, Behavioural and Social	- Whole school behaviour policy - Whole school/class rules. - Class/School reward systems	- Individual reward system. - Home/School record - Outdoor Learning Environment (OLE) groups - Nurture Group	- Behaviour contracts - Mentoring - Social Stories - Weekly Report Card - Hive 'Calming Down' area
Sensory and Physical	- Flexible teaching arrangements. - Easy access around school/classroom. - Writing implements provided.	- Access to sensory materials such as overlays - Work provided on coloured paper/workbooks with coloured paper	- Physiotherapy programme (as recommended by specialists) - Individual support in class during PE - Individual support for toileting (as appropriate)

Appendix 2 – Review of 2022-23 Objectives

Objective	Impact
1. To identify and provide for pupils who have special educational needs and/or disabilities.	Tracking and Pupil Progress Meetings ensured pupils were identified and strategies were put in place and reviewed regularly.
2. To continue to work within the guidelines set out in the Code of Practice.	The Code of Practice continues to form the basis of the current SEND policy.
3. To operate a 'whole pupil' approach to the management of special educational needs, especially in light of those who have had changes to their circumstances brought about by the Covid pandemic.	In any discussions, the child's well-being continued to be central to choices of strategies and interventions.
4. To provide a Special Educational Needs Co-ordinator who will work with the SEN and Inclusion policy.	The policy and action plan was the template that informed the work of the SENCO.
5. To provide support and advice for all staff working with pupils with SEN.	This was provided through Pupil Progress meetings and informal discussions during the year as issues cropped up.
6. To develop and maintain partnerships with parents, carers and external agencies, and to foster close links with the parish community in ways in which will contribute to our children's education.	This year, parents and outside agencies continued to work closely with school, in particular 'Achieve' days when parents could arrange meetings with SENCO or Pastoral leader. This has ensured a 'joined-up' approach to children's learning provision.
7. To ensure appropriate access to the curriculum for all pupils.	This was ensured through Pupil Progress meetings each half term.
8. To appropriately meet the spiritual needs of pupils with SEN, particularly in relation to the Catholic nature of the school.	This was achieved through liaison with RE leader and Pastoral leader.