

# St Patrick's Catholic Primary School – SEND Policy 2024

This policy should be read in conjunction with

- The Code of Practice
- St Patrick's SEND Information Report
- Equality Objectives
- Accessibility Plan
- Assessment Policy
- Anti-Bullying Policy
- Medical Needs Policy

These policies can be found using the following links:

The Code of Practice: [SEND code of practice: 0 to 25 years- GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/352823/SEND-code-of-practice-0-to-25-years-GOV.UK.pdf)

All other policies and information can be found on the school website: [School Policies – St Patrick's Catholic Primary School, Consett \(bwcet.com\)](http://www.bwcet.com)

## Definitions

Definition of Special Educational Needs and Disability (SEND): For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2014)

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

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

Special Educational Provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people.
- Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

## Rationale

St Patrick's Catholic Primary School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs
- Hearing Impairment

- ASD
- ADHD
- Communication and interaction needs.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer.

We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs, and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process.

We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

## Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To build strong links with other mainstream primary schools, secondary schools, and special schools.

## Roles and Responsibilities

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

## **The Local Governing Committee**

The Local Governing Committee will have the following responsibilities. They will:

- Appoint a Governor with specific responsibility for SEN (the current link governor for SEN is Mrs Marisa Lenaghan)
- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Publish information on the school's website about the implementation of the LGC's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENCO.
- Co-operate generally with the Local Authority, including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that all Governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

## **The Headteacher**

The Headteacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole school improvement (from Governors to Classroom Teachers and Teaching Assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child.
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with SEN plans and any newly identified pupils with SEN.
- Report to the Governing Body how resources are deployed to meet provision.

## **The Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCO includes:

- Overseeing day-to-day operation of school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with Designated Teacher where a Looked after Child has SEN;
- Overseeing SEN Support Plans and ensuring Teachers and Support Staff work closely with parents/carers to follow a graduated approach to SEN Support;
- Advising on use of delegated budget/other resources;
- Liaising with parents/carers of children with SEN;
- Maintaining links with other education settings and outside agencies;

- Liaising with potential next providers of education;
- Working with Headteacher and Governors on Equality Act; and ensuring that SEN records are up to date.
- Contributing to the continuing professional development of staff regarding SEND.

## **Class Teachers**

Class Teachers have the responsibility to:

- Provide 'Quality First Teaching' and a graduated approach of Assess, plan, do, review.
- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting Special Educational Needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

## **Teaching Assistants**

Class teachers work with teaching assistants to plan effective provision for pupils with SEN. Effective liaison between teaching assistants and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

Teaching assistants are part of the whole school approach to SEN, working in partnership with the Class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.

The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high-quality teaching overall.

Teaching Assistants can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

## **Identification of SEN**

Through discussions, observations, assessments and monitoring, the Headteacher SENCO, class teachers, and teaching assistants will identify any children who may have additional needs.

Children with SEN may also be identified by outside agencies and organisations. Parents and Carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs.

When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

## **SEN Support**

When a Class Teacher or the SENCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated Curriculum. These are known as 'Reasonable Adjustments' and examples can be found in Appendix 1.

The triggers for SEN support are that, despite receiving quality first teaching the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at a level substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematics skills;
- Has emotional difficulties, which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support. Further information regarding our links with Outside Agencies can be found on [Families Information Service \(FIS\)- Durham County Council](#)

### Referral for Education, Health and Care Assessment

If a child, despite the school having taken relevant and purposeful action to identify, assess and meet their needs, has not made expected progress, the school or parents could consider requesting an Education, Health and Care Assessment. To inform this decision the Local Authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes using the agreed Access, Plan, Do, Review approach;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and Attainment against Age Related Expectations in English and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parent/carer and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents/Carers or school are the only partner who can request an Education, Health and Care Assessment. Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including any health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;

- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

## Record Keeping

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO.

**SEN Register** This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at.

The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of Outside Agencies;

**Medical Register** The Headteacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the Class Teacher following consultation with their team leader. The SENCO will become involved should a child's medical attention present a barrier to their learning.

**Pupil Files** are kept up to date by the SENCO.

**Class Teachers** will keep copies of the following for each child:

- Support plans/or EHCP (as working documents)
- Support timetable showing any intervention/support a child has.
- Evaluation documents (briefing evaluating each intervention)
- Long term overviews outlining the outcomes.

The file will be stored electronically on the school OneDrive. Evaluations will be kept up to date, and may be used as evidence toward Assess, Plan, Do, Review.

Transfer of information will be the responsibility of the SENCO.

## Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At St Patrick's, we hold annual review meetings for children with an EHCP and termly reviews (Oct, March and July) for those on SEN support.

Parents/Carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms.

During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

Shorter targets may be reviewed in school and a new target set, but this will always be within an agreed long-term target.

## Staff Training

The school carries out an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Early Career Teachers and other new members of staff.

## Evaluation

The implementation of this policy will be monitored by the Headteacher and SENCO. It will be reviewed annually. When reviewing the success of this policy we will consider:

- Progress of SEN children compared to non- SEN
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

**Approved by LGC 12.11.24**

Next review October 2026

## Examples of Reasonable Adjustments

- a pupil with a visual impairment sits at the back of the class to accommodate their field of vision.
- a healthy snacks policy is adjusted for a pupil with diabetes who needs a high-calorie snack at breaktime.
- school uniform is adapted for a pupil who has an allergy to synthetic material or severe eczema.
- special communication systems like traffic light cards are put in place for a pupil who needs extra time to complete a task.
- a pupil with dyslexia who struggles to write on white paper uses different coloured paper.

[What are reasonable adjustments and how do they help disabled pupils at school? – The Education Hub \(blog.gov.uk\)](#)