



SEND POLICY

Special Educational Needs and Disabilities Policy

St. Elizabeth's Catholic School strives to follow the example of Christ and show care and concern for everyone in its community. Our school believes that every child is a unique gift from God with his or her individual talents and needs and we continually strive to nurture these and ensure we provide an environment and curriculum which enables every child to reach their full potential.

RATIONALE:

This policy has been written in line with the revised Code of Practice 2014.

St. Elizabeth's Catholic School recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans.

Children may have special education needs either throughout, or at any time during, their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, education provision of any kind.

AIMS:

To ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- maximum opportunities for effective inclusion throughout the School to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- early identification of special educational need
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs
- a relevant graduated response to children's needs
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- parents are able to play their part in supporting their child's education
- close and effective partnership between parents, schools and outside agencies
- children's views are valued and listened to

INFORMATION ABOUT SEND PROVISION:

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the 1993 Education Act, identify and make provision for those children with special educational needs and disabilities.

THE INCLUSION LEADER:

St. Elizabeth's ensures that there is a designated Inclusion Leader, currently this is Mrs Julie Miles. We recognise that the Inclusion Leader is responsible for:

1. Strategic Development

The Inclusion Leader has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

2. Day to day operational aspects

The Inclusion Leader has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

3. Professional guidance

The Inclusion Leader provides professional guidance to colleagues and will work closely with staff, parents and other agencies and provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the Inclusion Leader will include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant agencies for looked after children with 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 other agencies e.g. educational psychologists, LABSS
- 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
- ensuring that the school keeps the records of all pupils with SEND up to date and all staff are appropriately trained in order to fulfil their responsibilities

THE GOVERNING BODY:

The Head Teacher and the Inclusion Leader are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's SEND provision. The Inclusion Leader and the named Governor meet regularly.

ADMISSION ARRANGEMENTS:

Our school welcomes all children including children who have specific SEND. Our school uses the following four categories to identify the particular needs of an individual child with SEND:

1. cognitive and learning difficulties
2. communication and interaction concerns
3. social, emotional and mental health needs
4. sensory and/or physical difficulties

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Please see our admissions policy for further details.

INCLUSION ARRANGEMENTS:

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have SEND.

All teachers are responsible and accountable for the progress and development of children in their class, including where pupils access support from Teaching Assistants or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

For more detailed information please refer to our SEND school information report.

SPECIAL EDUCATIONAL NEEDS PROVISION TO OVERCOME BARRIERS TO LEARNING:

St Elizabeth's Inclusion Leader co-ordinates our planning and delivery of special educational needs provision, in conjunction with our school leadership team. This ensures we co-ordinate approaches and resources in relation to the needs of our SEND pupils.

The Governor with specific responsibility for special educational needs is Miss A. Harkin.

St Elizabeth's School uses a range of information to monitor the progress and development of all pupils. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes.

When an individual child is not making expected progress and attainment, we take early action, ensuring the quality of teaching being received is good or outstanding and any barriers to learning are removed. Where necessary, we put additional provision in place to ensure that every pupil is given the opportunity to achieve their personalised goals and improve their learning outcomes. Parents are fully informed and encouraged to work with us in developing their child's learning.

ARRANGEMENTS FOR SPECIAL EDUCATIONAL NEEDS PROVISION AT ST. ELIZABETH'S

St Elizabeth's organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to a child's needs and overcoming the barriers to their learning:

- **Accurate identification of the nature of individual need(s)** –We consider the child's teacher's assessment of their learning, previous progress and attainment and their individual development in comparison to their peers and national data. We take into account parent views, the child's opinion and, where relevant, advice from external specialists services.

We use Pupil Progress meetings to regularly update and review pupil assessments and decide next steps to ensure that all children are making good progress and securing good outcomes.

- **Planning** – We will discuss the child's progress with their parents, as well as notifying them in writing if it is decided to place the child on the SEND register and give them additional support. We will agree a pupil profile which will note key areas of difficulty and the targets and interventions we will put in place to address these in school and what can be done to help them at home. Parents will be fully involved in pupil profile meetings and the subsequent review on a termly basis.
- **Do** - Class teachers ensure children receive quality teaching in the classroom plus any additional support to address specific needs as agreed on their pupil profile.

This may involve them working with teaching assistants or visiting specialist staff. The Class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate. The Inclusion leader will monitor the process to ensure needs are being addressed.

- **Review** – Class teachers review a child’s pupil profile formally on a termly basis, evaluating the effectiveness of the support and interventions planned and discussing this with parents. This review will be based on the progress towards the outcomes which have been agreed. Further discussion may take place informally with parents if necessary.

Where necessary, this four stage cycle is repeated in order to continue to meet the needs of the child and best match support and interventions so that good progress and outcomes are achieved. This may include involvement of external agencies to give further support and guidance. In some cases, we may consider a request for an Education, Health and Care assessment. This will be fully discussed with parents and will only be appropriate when a child continues not to make progress despite planned support and clear information about the child’s special educational needs from review meetings.

INVOLVEMENT OF EXTERNAL AGENCIES:

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support. As a school, we meet on a termly basis with key external agencies to agree programmes of work and any staff training needs.

Some of the external specialists typically providing support for individuals and groups of children, and support for professional development include, but are not limited to:

Learning and Behaviour Support Service

Educational Psychology

Speech and Language Therapy

Coventry Autism Support Service

Coventry Access Technology Support

Time for You Counselling

Child and Adolescent Mental Health

Integrated Primary Mental Health

School Nurse

Sensory Support Service

Occupational Therapy/Physiotherapy

Children and Families First

Social Care

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN (EHC):

Parents have the right to request an Education, Health and Care assessment at any stage if they feel that their child’s special educational needs cannot be met over time, even if the school continues to take relevant and purposeful action as outlined above in the four stage process. Parents can ask for further information from the Inclusion Leader, Mrs Julie Miles or access it at www.coventry.gov.uk.

Where a request for an Education, Health and Care assessment is made to the Coventry Local Authority, it needs to be supported by information about the child’s attainment and rate of progress and evidence of the action already taken by school in support of the child’s specific special educational needs.

EVALUATING THE EFFECTIVENESS OF THIS POLICY:

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly supported
- Effective provision is made for all children with SEND
- Continuous monitoring of children’s progress takes place in relation to targets set
- All children will be given equality of opportunity to participate fully in School activities

- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND and be fully involved in monitoring provision

COMPLAINTS PROCEDURES:

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEN provision for their child they should follow our complaints procedure, which in summary is to;

- Talk to their child's class teacher
- If concerns continue, contact the Inclusion Leader
- If there are still concerns make an appointment to see the Headteacher
- If the matter is not resolved, put their concerns in writing to the Chair of Governors.

We will endeavour to act swiftly and positively to address the issue directly.

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