



Cardinal Newman Catholic Primary School

SEND Policy

November 2016

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This policy is written in line with the SEN Code of Practice 2014.

Mission Statement

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop to his or her full potential in the knowledge that they are uniquely created and loved by God.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Aims

Cardinal Newman Catholic Primary School as a community reflects and celebrates diversity where the unique individual qualities and interests of each person are valued and the achievement of their full potential is given equal importance.

Our commitment is to meet the needs of every child and this policy outlines our responsibilities for those children with special educational needs, whether long or short term, related to physical, emotional, behavioural difficulties or learning.

We recognise that many individuals experience learning difficulties at some time in their life and all can experience success.

Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance of the SEND Code of Practice 2014
- To enable all pupils to participate fully and effectively in learning

- To value the contribution of all pupils to the life of the school
- To work in partnership with parents/carers
- To enable pupils to have their voice heard.
- To communicate with the Governing Body to enable them to fulfil their monitoring role.
- To work closely with external agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Special Educational Needs

Definition

SEND refers to a Special Educational Need or Disability. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means he or she has a significantly greater difficulty in learning than the majority of children of the same age, or, has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (2014 SEN Code of Practice)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

To indicate SEN a child’s progress may :-

- be significantly slower than that of their peers starting from the same baseline.
- fail to match or better the child’s previous rate of progress.
- fail to close the attainment gap between the child and their peers.
- widen the attainment gap.

The 2014 SEN Code of Practice describes 4 broad categories of need:-

Communication and Interaction

This includes SLCN (Speech, Language and Communication Needs), ASD (Autistic Spectrum Disorder)

Cognition and Learning

This is when children learn at a slower pace than their peers, even with appropriate differentiation

This includes MLD (Moderate Learning Difficulties), SpLD (Specific Learning Difficulties such as dyslexia, dyspraxia, dyscalculia), SLD (Severe Learning Difficulties), PMLD (Profound and Multiple Learning Difficulties)

Social, Emotional and Mental Health Difficulties

This includes a wide range of difficulties that may manifest themselves in many ways e.g. displaying disruptive behaviour, becoming withdrawn. They may reflect underlying mental health conditions e.g. anxiety, depression, eating disorders etc. It may also include ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder) or Attachment Disorder.

Sensory and/or Physical Needs

This includes Vision Impairment, Hearing Impairment, Multi-sensory Impairment, Physical Disability.

We also consider other factors which may impact on progress and attainment but do not consider them to be SEND e.g. attendance and punctuality, English as an additional language, Pupil Premium etc.

What happens when an SEN has been identified?

A Graduated Response to SEN support

At Cardinal Newman we adopt a graduated approach to meeting the needs of all pupils and follow the new Code of Practice 2014.

Quality first teaching

The class teacher is responsible and accountable for the progress and development of all pupils in their class. Their role is to provide differentiated expectations and personalised

teaching for all pupils and is the first step in responding to pupils who may have SEN. Any additional intervention and support cannot compensate for a lack of good quality teaching.

The progress of all pupils is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment (which may include assessment tasks and tests) and on-going observations and assessment of work carried out in class on a daily basis.

Half-termly 'Pupil Progress Meetings' are held between each class teacher and members of the senior leadership team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will be discussed with the parents/carers and the pupil concerned (where appropriate).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in targeted support within class which is planned, undertaken and then reviewed.

Records of all additional individual and group interventions are kept up to date each term by class teachers, and these are checked and added to the School Provision Map by the class teachers. This shows provision across the school, and the impact of this intervention on pupil achievement. It can also be used to cost the additional provision.

The Assess, Plan, Do, Review approach

Assess

A class teacher will initially communicate with parents/carers, sharing relevant information, thoughts and examples.

The class teacher may discuss concerns with the SENCo, who may become involved in gathering information about progress and attainment. With parents/carers consent, the pupil may be placed on the school's SEN register. The school may also complete a 'SEN Support Arrangements' document at this point. This is a working document which can be updated as required. The SENCo may seek advice from outside agencies eg. Language and Learning Support, Behaviour Support, Speech and Language Therapy etc.

Plan

The teacher and SENCo will agree in consultation with the parent (and pupil if appropriate) the adjustments, interventions and support to be put in place. Targets will be set. A date is set for reviewing the plan.

Do

The class teacher is responsible for overseeing the implementation of what has been agreed. They will work closely with any other identified staff to plan and assess the impact of the support given to the pupil.

Review

On the agreed date, the effectiveness of the support and interventions and the impact on the pupil's progress will be reviewed. The 'plan, do, review' cycle will continue. If the pupil has made sufficient and sustained progress, and it is felt that they are able to maintain this progress with quality first teaching, the pupil may be removed from the SEN register. The pupil would continue to be closely monitored.

Managing the needs of pupils on the SEN Register

- Each child on the SEN register will have a SEN Support Arrangements Plan which aims to provide a holistic picture of the child and to ensure that the voice of their family is heard and represented in the plan. The plan will set out in one place the support involved to enable them to achieve their outcomes.
- The plan starts with a One Page Profile which focuses on what is important for a child, their likes and dislikes and what type of support makes a real difference to them. At Cardinal Newman all children from R – Y6 will complete a One Page Profile with information gathered from home and school. These profiles are kept electronically so they can be updated during the course of the year, once after the Autumn term parent's evening and then at the end of the Summer term, to support transition to the next year or phase of education. Paper copies are kept together in class so that children, adults and visitors can have access to them.
- The plan also details information about the family and their aspirations which is recorded during meetings and discussions and added to the plan. Again this information is kept electronically so that updates can be made.
- Section 4 of the plan details strengths and weaknesses under the four main areas of SEN - Cognition and Learning, Communication and Interaction (including ASD), Social, Emotional and Mental Health and Sensory and/or Physical. Assessment information is also recorded and updated. The class teacher has the responsibility of entering relevant information in this section, which again is kept electronically so that it can be added/ or amended as necessary.

- Section 5 is the plan itself which is where a child's outcomes and the actions and resources necessary to achieve these are recorded. These outcomes are agreed at a meeting with parents, class teacher, (SENCo and outside agency specialist if appropriate) and require child participation either through attending the meeting or discussion prior to it.
- A child's progress towards the outcomes identified on the SEN Support Arrangements (section 5) should be reviewed at least once a term. This review is organised by the class teacher and or SENCo with child and parental involvement and a new iteration of the Plan, if required, will be completed.

Review Month	Actions
October parents' evening	<ul style="list-style-type: none"> • CT modifies, if necessary, the outcomes which were set in July on the SEN Support Arrangements and sends home a copy two to three days before the meeting for parents to read. • CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting. One Page Profile is also reviewed at this point. • Following the meeting the CT makes any amendments including parent's comments to the review. The new outcomes are put onto the next plan and One Page Profile updated. • CT sends home the review and new plan within a week of parent's evening.
February parents' evening	<ul style="list-style-type: none"> • CT reviews outcomes on SEN Support Arrangements and sends home a copy the night before the meeting for parents to read. • CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting. • Following the meeting the CT makes any amendments including parent's comments to the review. The new outcomes are put onto the next plan • CT sends home the review and new plan within a week of parent's evening.

July Reviews	<ul style="list-style-type: none"> • CT arranges SEN Support Arrangements meeting with parents. • CT reviews outcomes on SEN Support Arrangements and sends home a copy the night before the meeting for parents to read. • CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting. One Page Profile is also reviewed at this point. • Following the meeting the CT makes any amendments including parent's comments to the review and the new outcomes are put onto the next plan. • One Page Profile is updated in school ready for transition to the next year or phase. • CT sends home the review and new plan with the end of year report.
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On some occasions a review may fall outside these times if an external agency is able to contribute or the school/parent request a separate meeting.
Reviews for Reception class children may vary according to meeting times.

Education, Health and Care Plan (EHCP)

For a small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be reasonably provided from the school's own resources, a request will be made to the local authority to carry out an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Parents/carers may request an Educational, Health and Care needs assessment for their child. However the school would encourage parents/carers to discuss this with them before making such a request.

Statement of Special Educational Needs

This has been replaced by the EHCP. If a child currently has a statement, it will be maintained until it is transferred to an EHCP. When this will happen will depend on Surrey's guidelines.

Transition for pupils with SEND

SEND support includes planning and preparing for transition. Both pupils joining our school and those moving onto new settings will be supported in their transition. Meetings with the SENCo from the other settings are arranged. Parents/carers are involved with the transition. Pupils moving from one class to another are also supported, key information is shared between staff to ensure a smooth transition. We start the process as early as possible.

The SEND register

The SEND register is reviewed termly by the SENCo in collaboration with class teachers. If a decision is made to add or remove a child from the SEND register this will be done after discussion with parents. The level of provision is determined by a pupil's needs with regard to the SEND Information Report (on the school website) and the Surrey Local Offer (Surrey website).

Supporting parents/carers and young people

Parents/ carers and young people can find further information about Special Needs and Disabilities from:

- The SEND Information Report (14 questions)
- Surrey's Local Offer which includes other agencies who provide a service
- The Surrey Information, Advice and Support Service
- Cardinal Newman's admission arrangements
- Information regarding special arrangements for exams and assessments can be accessed through the SENCO, the Year 2 or Year 6 teaching staff
- The schools policy on managing the medical conditions of pupils

Links to the above can be found on the school website under "Learning Support"

Supporting pupils at school with medical conditions

(See DfE guidance April 2014)

Cardinal Newman school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

At Cardinal Newman school arrangements to support pupils at school with medical conditions will include individual healthcare plans, access to any spaces including changing and toilet facilities and training for staff.

Where children with medical conditions are disabled, the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEND, this guidance should be read in conjunction with the SEND code of practice.

Roles and Responsibilities

The SENCo (Lucy Evans), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents/carers and other agencies. She is responsible for:-

- Co-ordinating the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Liaising with parent of pupils with SEND
- Liaising with professionals involved in supporting your child's learning e.g. Educational Psychologist, ASD Outreach etc
- Maintaining the school's SEN register
- Line manager for LSAs
- Providing specialist support for teachers and support staff so they can help children with SEND achieve the best possible progress.
- Provide or arrange appropriate training for teachers and support staff to ensure they can meet the needs of SEND pupils.
- Liaising with other schools and nurseries.
- Evaluating data for pupils with SEN

SEN Governor (Therese Eastham) is responsible for ensuring that the necessary provision is made for any pupil who has SEND. She will ensure pupils participate fully in the life of the school, as far as compatible with them receiving the necessary special educational provision.

The Headteacher (Jill Keany)

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND.
- The Headteacher is responsible for keeping the Governing Body fully informed and works with the SENCo to fulfil that responsibility.

- The Headteacher meets regularly with the SENCo to discuss children's progress and address current issues.
- The Headteacher attends reviews and multi-professional team meetings at the request of the SENCo / external agencies where it is felt her advice and support is required.

Class Teacher

- To deliver high quality teaching that is differentiated. The school regularly monitors the quality of teaching for all pupils.
- To have high expectations of all pupils including those with SEN and set ambitious targets for them.
- To regularly assess progress and identify any pupils not making sufficient progress.
- To communicate with the SENCo, parents/carers and other professionals regarding pupils with SEN.
- To evaluate data for pupils with SEN.

Teaching Assistants

They are responsible for ensuring that the day to day provision for identified pupils is in place in accordance with their role.

They communicate with the Class Teacher and SENCo about the progress and provision of pupils with SEN.

Monitoring and evaluation of SEND

We regularly monitor and evaluate the quality of provision offered to all pupils and that this informs future developments and improvements. This includes:

Role of the SEND governor

Monitoring & review of SEND funding

SEND is kept under regular review through the various governor committees and Full Governing Body Meetings

School Self evaluation

School Development Plan priorities

Feedback from parents/carers and pupils

External audits, for example SEND Monitoring visits by Babcock4S and OFSTED inspections

Developing best practice, for example through moderation of pupil progress through SENCo networks and local partnerships

Training and development

We aim to ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

The school has staff who have had training in a variety of areas including speech and language, ASD, bereavement and loss, drawing and talking therapy etc

The school also works closely with a number of external professionals such as:

Specialist teachers from the Surrey Learning and Language team, Physical and Sensory Support team or Behaviour Support Team

Educational Psychologist

Speech and Language Therapist

Occupational Therapist

Physiotherapist,

Child and Adolescent Mental Health (CAMHS)

ASD Outreach teacher

Child Assessment Services at White Lodge.

When needed the school liaises and attends meetings with social care or provides information to support paediatric requests.

All staff are offered regular training opportunities

All staff are involved in child protection updates

In addition, designated teaching assistants have had training in certain areas in order to deliver particular provision to SEND children throughout the school eg speech and language, ASD,

Our Special Needs Coordinator (SENCo) is an experienced SENCo and is a qualified teacher.

Storing and Managing Information

Information will be securely managed within the school's own data management system and according to the confidentiality policy. Confidential documents are stored in locked cupboards. Paperwork with advice on pupil targets and progression are stored by the relevant class teacher in a SEND file, shared with the teaching assistant and passed on with the child to the next year group. SEND documents are stored at Cardinal Newman school, until the child moves to secondary school or transfers to another school when these are passed on to the new school. Parents have a right to ask to see their child's SEND file, and should receive copies of all specialist reports either from school or from the specialist team.

Comments, compliments and complaints

Complaints Procedures

If a parent has a complaint or comment about the SEND provision for their children, they should:

1. Firstly meet with the class teacher or SENCo at a mutually convenient time
2. A further meeting may be arranged with the class teacher and SENCO
3. If the situation remains unresolved, an appointment should be made with the headteacher.

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

Please see the Complaints Policy.

Policy Review

In line with all school policies the SEND policy will be kept under regular review by the SENCO.

It will next be reviewed in November 2017.