

ST MONICA'S RC PRIMARY SCHOOL SEND POLICY- updated September 2023

OUR MISSION STATEMENT

Here at St Monica's, we recognise that we are all cherished members of God's family. We love and care for one another and trust God to guide us in all we do and say. By learning together we aim to achieve and by working together we will succeed.

INTRODUCTION

We take pride here at St Monica's, in providing a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. As a Catholic school, inspired and challenged by the Gospel, we are committed to the individual needs of all our children and to valuing what each and every child brings to the curriculum. Our broad, balanced creative curriculum and enrichment activities provide opportunities for all children to achieve and succeed.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and our SEND policy recognises the need for quality first teaching that is fully inclusive.

This policy was developed in consultation with staff, governors, parents and children and reflects the guidance as set out in the SEND Code of Practice 0-25 (2015).

<u>Name of Special Educational Needs and Disability Coordinator</u> <u>(SENDCO)</u>	Mrs Joanne Agnew
<u>Contact details:</u>	Phone: School Office - 0161 748 3353 Email: j.agnew@stmonicasrc.co.uk
<u>Status:</u>	SENDCo

CONTEXTUAL INFORMATION

St Monica's RC Primary School is a larger than average primary school with most pupils of white British heritage. Early years' nursery provision is available through both part-time and full-time places. The proportion of children who are supported by SEN support or an Education Health Care plan is above the national average. The proportion of disadvantaged children eligible for support through the pupil premium funding is lower than the national average. The pupil premium is funding to support children known to be eligible for free school meals and children who are looked after by the local authority.

AIM

We aim to provide every child with a broad, balanced education and in doing so raise the aspirations of and expectations for all pupils, including those with SEND. At St Monica's we focus on outcomes for children and not just hours of provision and support.

DEFINITION OF SEND

Our school recognises the definitions of Special Educational Needs and Disabilities (SEND) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) ***Have significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools.***
- 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.***

OBJECTIVES

Our ethos is inclusive and we work hard with families and with outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly recognise that **every teacher is a teacher of every child, including those with SEND**. Our objectives are:

- a) To provide an environment where barriers to learning and participation are reduced to a minimum, therefore encouraging children to feel respected, confident and able to succeed.
- b) To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their potential.
- c) To ensure that children and parents participate as fully as possible in decisions that affect them, recognising that partnership with parents plays a key role in enabling children to achieve their potential.
- d) To develop links with the wider community through co-operation, involvement and consultation.

RESPONSIBILITIES FOR CO-ORDINATING SEND PROVISION

SENDCo – Mrs Joanne Agnew
Phone: School Office - 0161 748 3353

Email: j.agnew@stmonicasrc.co.uk

SEND GOVERNOR - Mrs Jenny Hess. Mrs Hess can be contacted via the School Office - see number above.

EQUAL OPPORTUNITIES AND INCLUSION

The school welcomes and values those with a disability taking an active part of school life. St Monica's RC Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against those with disabilities and to comply with the Equalities Act 2010. We recognise that disabilities are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions. This policy should be read in conjunction with our **Equal Opportunities and Inclusion policies**.

ADMISSIONS AND ACCESSIBILITY

St Monica's RC Primary School recognises that each child will have unique needs and welcomes children with special educational needs where adequate and appropriate resources allow. We strive to provide access to a broad, balanced and relevant curriculum ensuring children share the same equal opportunity. The school building however may be restrictive for some pupils with physical disabilities. We welcome parents to visit the school to view existing facilities. A separate **Accessibility Plan** is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

The School's Governing Body is the admissions authority and is responsible for taking decisions on applications for admissions across the school. There is a separate policy for admissions to Nursery and a place in the school Nursery does not guarantee a place in the main school. Please refer to our **Admission Policy** on the school website.

IDENTIFICATION OF CHILDREN WITH SEND

St Monica's RC Primary School has an inclusive ethos. The staff support children with special educational needs in all areas:

- **cognition and learning** - this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** - this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** - this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia - developmental coordination delay.

From their arrival at school, the children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Human development does not follow a checklist format and it is not always immediately clear how or why a child is finding learning difficult. Parents know their children best of all and so we welcome input from families about their child's learning. Parents and the school team may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family's GP as a starting point.

The children's progress and attainment is tracked by the school team every term. For any child who does fall behind there will be vigorous intervention to bring them back on track, either within or outside class. The school will decide to put in place catch up provision or more specialist SEND provision taking into account all of the information gathered about a pupil's progress in order to put them back on course to meet or exceed national expectations. We are always especially proud when our

pupils with clearly identified SEND, which has been established following detailed and specialist assessment, go on to make good progress and meet national expectations.

There are a number of ways in which a child's needs may be identified:

- a) In the **Early Years** - Trafford SENAS (Special Educational Needs Advisory Service) or other partners, such as Speech Therapy - may inform the school about a forthcoming admission of a child with SEN.
- b) At any point within the child's school career - **from 3 years to 11 years** - parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. However, consideration is also given to a child's functioning in social situations, such as on the playground. We work hard to ensure that difficulties are identified and addressed as early as possible.
- c) More detailed assessments may be completed, with the consent of the parents, by any of the following: a Teaching Assistant - under the direction of a teacher, the School SENDCo, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS - see above. The school has good links with many outside agencies who can support us in our assessment of children - see below.

LINKS WITH OUTSIDE AGENCIES

We work closely with outside agencies across all key stages. The School has used its own funding (including the Pupil Premium Grant) to fund regular input to school from:

- a Trafford School Speech Therapist
- a Caritas Social Worker
- an Educational Psychologist
- the Longford Park Behaviour Outreach team
- Trafford Occupational Therapy Team
- Advice from Delamere Outreach Service
- TTSA (Trafford Teaching School Alliance) Training

All of these professionals work directly with our children and families. We also have access to:

- the School Nurse
- Trafford SEN Advisory Service (SENAS),
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) - for Hearing Impairment (HI) and Visual Impairment (VI).
- Trafford Healthy Young Minds, via the School Nurse
- Just Psychology who oversee the Sunrise service offering individual and group mental health support in Trafford
- Other medical staff including Paediatricians, Occupational Therapists and Physiotherapists, via the School Nurse or SENDCo.
- Trafford stronger families
- Trafford Teams Together
- Also, other organisations, including Trafford Blue-Sci (for family members) and (for children) N-Gage.

Therefore, we can gain advice and support for our children from a whole host of professionals.

A GRADUATED RESPONSE TO SEND

High quality classroom teaching - and how this is reviewed

We undertake that all children will receive high quality classroom teaching. This means that all pupils are included so that they can do well at school. The curriculum for a child with SEND is scaffolded and adapted to allow them to access the work at their level. **Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.** High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Classroom teaching is regularly monitored by the Head and Deputy. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed. Pupils are always encouraged to ask if they do not understand. The children's books and other work are regularly monitored by the Head, Deputy and also by other senior and middle leaders and termly pupil progress meetings are held with class teachers.

Staff Training

The SENDCo is currently studying for the National Award for SEND Coordination (NASENCO), attends termly SEND Forum meetings and attends training delivered by the Local Authority and has also attended specific training to support her role and ensure best outcomes for all children with SEND. The SENDCo regularly identifies training needs as they arise, including support for Early Career Teachers. Further information regarding staff expertise and training can be found in the SEND Information Report, posted on the website and reviewed annually.

Provision for pupil catch up and provision for those with SEND

The school will decide to put in place pupil catch up provision or more specialist SEND provision taking into account all of the information gathered about a pupil's progress. This includes Teacher Assessments for reading, writing and maths for every pupil, which are reviewed every term by the Head and Deputy and also by other senior and middle leaders. Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). For any child who does fall behind there will be vigorous intervention, within or outside class, with the aim of bringing them back on track with their peers. Interventions are fluid. They are regularly reviewed and groups altered as needed throughout the year.

SEND Register:

SEND Support Plans, One page Profiles and Education, Health & Care Plans (EHCPs)

Where it is agreed that a pupil does have SEND, the child will be added to the SEND register at **SEN Support level**. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **ASSESS-PLAN-DO-REVIEW**. This is an ongoing process, which begins with the regular formative assessments carried out by the class teacher in conjunction with the SENDCo, to enable provision to be refined and revised as the understanding of the needs of the pupil grows.

This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.

SEND Support Plans

These are produced each term for pupils who are at SEND Support or who have an EHCP and the process involves reviewing the child's performance against their previous targets, then discussing with the child what they feel their areas of strength and difficulty are. New targets are generated for the next term and the document is shared with and signed by children, parents and the class teacher. One page profiles (which work alongside the SEN Support Plans) are completed in consultation with the child and their parents, so that we have a complete and collaborative 'picture' of what the child is good at and enjoys and what the child finds more difficult.

Additional Funding – Education Health and Care Plans (EHCPs)

The school has an annual budget allocation for SEND based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCo. Trafford LA holds a small budget - the LA High Needs Block - for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. This process may result in the issue of an **Education Health and Care Plans (EHCP)**. An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for EHCPs are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from:

Parents	Class teacher
SENDCo	Other Educational Advisers
Health Professionals	Social Care

Parents have the right to appeal against a decision not to initiate an EHCP. If an EHCP is completed and agreed with the family, then progress is monitored and reviewed formally each year.

Removal from the SEND Register

Children who hold an EHCP will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings and also via their termly SEND Support Plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

Children at SEND Support level will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings and also via their termly SEND Support plans. A decision to remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCo and the child's family.

Monitoring Register

Those children who have been identified by class teachers as not making sufficient progress in a particular area, but are currently not on the SEND register or have recently been removed from the

SEND register are still tracked through the monitoring register to ensure that no child is overlooked and to ensure that progress is sustained.

Medical Needs Register

Those children with specific disabilities or medical needs and relevant health care plans are included in the Medical Needs register.

PARTNERSHIP WITH FAMILIES

St Monica's is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Children with SEND often have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly SEND Support Plan reviews. SEND pupils with an EHCP also contribute to their Annual Reviews, either in person, by video or via an adult - such as the parent, teaching assistant or SENDCo.

Parents have vital knowledge and experience of their child/children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEND pupils the school is required to produce an **SEND Information Report**, which is available on the school's website. This forms part of the **Trafford Local Offer for SEND**. Our school SEND information report covers admission to the school and also transition into school, between classes and onto high school for SEND pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

The Trafford SEND Information Advice and Support Service (SENDIASS) also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEND. Representatives from the service can also meet with you at school, in the office or at home to discuss your child's case in more detail. Phone: 0161 912 3150 or email: sendiass@trafford.gov.uk

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

At St Monica's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information see the School's **Policy for Supporting Children with Medical Needs and First Aid Policy**. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's **Accessibility Plan**.

ROLES WITHIN SEND

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils;
- To inform the SENDCo of concerns about a child;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To scaffold work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lessons, wherever possible;
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class;
- To work with SEND pupils and their parents to generate, implement and monitor their SEND Support Plan targets;
- To review (at least once every term) the individual progress of children.

Role of the SENDCo

- To review and develop the school's SEND Policy;
- To oversee the day-to-day operation of the school's SEND Policy;
- To co-ordinate the provision for pupils with SEND;
- To maintain the school's SEND register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- To liaise with the School SEND Governor and provide termly updates;
- To liaise with external agencies on behalf of pupils with SEND;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEND field;
- To contribute to the in-service training of staff, including teaching assistants.

Role of the Headteacher:

- To determine SEND policy;
- To monitor the implementation of the SEND policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- To keep the Governing Body well informed about SEND in the school.

Role of the Governing Body:

- To ensure that provision of a high standard is made for SEND pupils;
- To ensure that SEND pupils are fully involved in the full range of school activities.

The SEND Governor, Mrs Jenny Hess, and SENDCo, Mrs Joanne Agnew, meet regularly to evaluate the success of current provision for SEND pupils.

TRAINING AND SUPPORT

The school will facilitate all staff to develop their knowledge about children with SEND and what they may do to support them, through a range of meetings and continuing professional development opportunities. The SENDCo attends the Trafford LA 'SENCO Forum' meetings to keep up to date with local and national issues. The SENDCo is currently studying at university for the NASENCO Award.

Links with other schools - primary, secondary and special schools, are promoted together with the Trafford Small Specialist Classes (SSCs). It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

HEALTH AND SAFETY

All resources for children with Special Educational Needs will be subject to the school's **Health and Safety policy** and risk assessments will be carried out as appropriate for provision and equipment. All risk assessments are reviewed on a regular basis.

STORAGE OF INFORMATION

Information collected on a child's SEND is confidential and will only be communicated to persons involved with the child with the knowledge and agreement of the parents, the Headteacher and SENDCo. Confidential information regarding the child's special needs is kept in their individual SEND file in a locked filing cabinet in the KS1 office. It should not be removed without permission. Class teachers also have an individual file for each child, which contains information including current SEND Support Plan and recommendations from reports as appropriate. Teachers must ensure that this information is kept securely and only shared with persons involved with the child as stated above. Further information can be found in the **Data Protection and E-Safety policies**, which include information regarding secure transfer of personal data.

FURTHER INFORMATION

Further information on SEND at St Monica's is available in the school's **SEND Information Report**, which can be found on the school's website. Alternatively, please contact the School SENDCo, Mrs Joanne Agnew either by email: j.agnew@stmonicasrc.co.uk or by phone on: 0161 748 3353.

COMPLAINTS PROCEDURE

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

POLICY/PROVISION MONITORING AND EVALUATION

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties.
- The positive involvement of children and their parents.
- Children achieving the targets on their SEND Support Plans as this will indicate that the targets are specific, achievable and appropriate.
- Close working links with the LA advisory team.

This policy will be reviewed on an annual basis.

Reviewed September 2023

Signed: J. Agnew, SENDCo

M. Doherty, Headteacher

Approved By Governing Body

Date: