

SEND Policy and Information Report

Our Lady Queen of Peace



Approved by:	[Name]	Date: 12.9.24
Last reviewed on:	July 2024	
Next review due by:	July 2025	

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Special Educational Needs and Disability (SEND) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 10th July 2023 and will be reviewed again in July 2025.

Signed by Director of Emmaus MAC: J Griffin

Signed by CSEL for Central Team: S Horan

School to which this policy relates: Our lady Queen of Peace Catholic Primary School.

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

All staff at Our Lady Queen of Peace Catholic Primary School are committed to ensuring that all children access the curriculum in the classroom setting alongside their peers. This is achieved through quality first teaching, effective differentiation and targeted intervention.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Cheryl Hampton. She can be contacted via the school office in the first instance. She will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning: dyslexia, dyspraxia, general learning difficulties
- Social, Emotional and Mental Health difficulties: attention deficit hyperactivity disorder (ADHD), anxiety disorder, low self-esteem
- Sensory and/or Physical needs: visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action: **Assess, Plan, Do, Review.**

Assess The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. High quality teaching,

differentiated for individual children's needs is the first step we take in responding to children who may have SEND. If relevant we might draw upon external agencies for further individual assessments.

Plan When a child is placed into the SEN support category; the class teacher and SENCO will agree interventions and support with the parents. This will be documented on the child's individual education plan (IEP) which outlines any teaching strategies or interventions that will be required to support the child to make progress throughout the term.

Do Our 'Graduated Response' cycle is led and co-ordinated by the school SENCO who is our named person with an oversight of SEND in our school. Our SENCO works closely with class teachers in ensuring that provision is aimed at the right levels for all of our children with SEND. We also engage with parents/carers within this cycle.

Review The impact and support will be evaluated by the class teacher and SENCO. This will be discussed at the termly SEN review meetings with parents. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and classes (Transition)

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work closely with our feeder secondary schools when it comes to transition for children with SEN. Some children will be offered an enhanced transition and will be provided with a social story and pictures of their new school if needed.

Transitions between year groups here at Our Lady are also closely monitored to ensure that children get to know their new teacher before September. Children are given a social story and photos of their new classroom if appropriate.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- First Class at Number
- Precision Teaching
- Nurture/Trauma informed school practice (TIS)
- Lego Therapy
- Protective Behaviours
- Phonics
- Maths and English Booster
- Smart Moves
- Better Reading
- Speech and Language
- Expect Respect
- Act on It

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Supporting a bespoke curriculum to meet pupil needs.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Implementation of any advice or recommendations from outside agencies

5.8 Additional support for learning

We have 6 teaching assistants and 2 Higher Level Teaching Assistants who are trained to deliver interventions as well as support children in class or in small groups.

Teaching assistants will support pupils on a 1:1 basis when a child's needs require them to have dedicated support on an individual basis.

Teaching assistants will support pupils in small groups when a group of children need to over-learn or pre-learn something specific or when it has been decided that a targeted intervention should be used to close the gap in their learning.

We work with the following agencies to provide support for pupils with SEN:

- Worcestershire Children First (WCF)
- Educational Psychology
- Speech and Language Therapy
- Autism/CCN Team
- Pediatrician
- School Nurse
- Family Support Worker
- Occupational Therapy

5.9 Expertise and training of staff

Our SENCO is qualified having undertaken the National Award for SEN Co-Ordination during the 2018-2019 academic year.

She is allocated 1 day a week to manage SEN provision.

As a whole school, staff have had CPD to support SLCNeeds in the classroom.

We have a team of teaching assistants, who are trained to deliver SEN provision and have continued CPD for our needs in school.

5.10 Securing equipment and facilities

When an Outside Agency has recommended that a child requires specialist equipment or adaptations to the learning environment or facilities, we are able to make these alterations through the SEND budget or through applications for Higher Level Needs Funding from Worcestershire County Council.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4-6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to the Pioneer Centre in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops / school trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils are supported to have positive interactions with their peers
- Targeted interventions for Social and Emotional development

5.14 Working with other agencies

Our aim here at Our Lady Queen of Peace is to work collaboratively with outside agencies in order to secure the best outcomes for children with additional needs. Referrals are made to specific outside agencies when more advice is required when a child is not making as much progress as we'd expect despite good attendance, quality first teaching, effective differentiation and targeted intervention. These agencies visit school to work with the child and meet with parents/carers. A report is then provided which includes advice and recommendations to be implemented.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher, Mrs Maria Miles, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

If you would like to access free and independent advice, please get in touch with the SEND Information, Advice and Support Service for Worcestershire (Formerly Parent Partnership Service).

www.SENDworcestershire.co.uk

01905 768153

Facebook: SENDIASS Worcestershire

5.17 Contact details for raising concerns

If you are concerned that your child may have SEN or require additional support in the classroom that is above and beyond what is already provided, please make an appointment with the class teacher to discuss your concerns. The class teacher will then be able to meet with the SENCO and discuss these concerns.

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.worcestershire.gov.uk/thelocaloffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Cheryl Hampton, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour and Discipline
- Teaching and Learning
- Safeguarding