



Our Lady and St Philomena's Catholic Primary School
SEND Policy

Approved by:	Governing Body	Date: September 2024
Last reviewed:	September 2024	
Next review due by:	September 2025	

SENDCo: Miss Weaver

Miss Weaver is currently training for her NPQSEND (a nationally recognised qualification)

Head of School, Mrs Beesley, has the NASENDCO qualification (National Award for Special Educational Needs Coordinators).

Miss Weaver currently dedicates the equivalent of two and a half days per week to SEND provision. Miss Weaver endeavours to respond to parents in a timely manner, please expect any responses to be during working hours and in term time.

Rationale

The following policy has been developed adapted to reflect the SEND practices at Our Lady & St Philomena's Catholic Primary School. Our Lady & St Philomena's Catholic Primary School is an inclusive primary school.

Section 20 Children and Families Act 2014 states:

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have 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, or mainstream post 16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.



A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special provision was not made for them.'

Policy Aims

At Our Lady & St Philomena's we aim to:

- Ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or additional need.
- Continually raise the aspirations of and expectations for all pupils with SEN and Disability.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provide a broad and fulfilling educational experience, which prepares each individual for adulthood.

Policy Objectives

We will fulfil our aim through the following objectives:

- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils
- To identify as early as possible those pupils with SEND and the nature of their needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To monitor, evaluate and review the impact of provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to adapt work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.



- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND through regular visits by the SEN Governor Ms Julie Brown, and through sharing information at Governor Meetings.
- To ensure that any withdrawal support is temporary to enable the child to access the new curriculum expectations and entitlement in accordance with the SEND Code of Practice (January 2015)

Identifying Special Educational Needs and Disabilities

At Our Lady & St Philomena's, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. The SENDCo is consulted about any pupils whom the class teacher has concerns. This may take place during pupil progress meetings and/or on 'cause for concern' forms shared with the SENDCo.

If parents have concerns or want to discuss their child's needs, they are encouraged to speak to the class teacher in the first instance. The SENDCo is consulted and may arrange a follow up meeting with parents.

Class teachers seek to identify pupils making less than expected progress given their age, individual circumstances and other factors such as slower progress compared to peers from same starting baseline and widening gap of attainment. Most children may experience difficulties in learning at some point in their school life, for a child to have a special educational need, some, or all of the factors below are taken into consideration:

- Lack of progress despite good health
- Lack of progress despite good attendance
- Lack of progress despite high quality teaching
- Lack of progress in response to the use of specific, targeted teaching interventions
- A pattern of barriers to learning experienced across the curriculum and over time
- There are a range of professionals involved in assessing and supporting the child's needs

Initially, the SENDCo will advise on strategies to try within Quality First Teaching. If problems persist, parents will be informed and advice may be sought from external agencies such as SENISS.

If it is decided that a child needs support/intervention *different to or above the needs* of other children, or if a child does not make expected progress despite appropriate QFT, then parents will be consulted over their child being added to the SEND register.

We will continually work with parents/carers to listen to and hear their concerns that they may have in regards to their child's development and progress towards outcomes.



Factors that are not SEN but may impact on progress and attainment may include:

- Disability.
- Attendance and punctuality.
- Health and welfare.
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC (Looked after Children).
- Being a child/young person of servicemen/women.
- EAL (English as an Additional Language).

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Please see our SEND information report for more information on **identification** and **The Graduated Approach**.

SEND Register

The SEND register is an editable document which is monitored as part of our termly assessment procedures:

- Children may be added or removed based on their progress
- targets are set and reviewed using appropriate assessment and observations
- Involvement from outside agencies such as Occupational Therapy, Speech and Language, community paediatrician, educational psychology, SENISS
- Teachers discuss progress or interventions with support staff
- Progress reviews are held each term between class teachers, SENDCo & SLT



- Pupil profiles are reviewed termly – which involves consultation with the child (where appropriate) and parents either face to face during parents evenings and/or via sending home with parents being given the opportunity to discuss
- In some cases, High Needs Funding (HNF) will be applied for if the child requires a high level of adult support
- In some cases, it will be appropriate to apply for an Education and Health Care Plan (EHCP) in order for a full assessment of the child's needs to be made.

It is important to note that our SEND register is a transient document meaning pupils may move on or off it depending on their needs/progress.

If a child moves off the SEND register, they are placed on our 'monitoring register' for one full term to monitor. If there are no concerns after a full term, they will be removed.

The Role of the SENDCo

The SENDCo at Our Lady and St Philomena's Catholic Primary School is Miss Weaver. Her responsibilities include:

- Managing the day-to-day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- being a key point of contact with external agencies
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing Pupil Profiles through sharing support materials stored on shared drive or on CPOMs
- Keep informed of any developments in resources or new practices that could enhance learning for the children with SEND.
- Attend SEND network and consortia meetings to gain the most up-to date information
- Signpost parents to local support networks, the ASD Team and Parent Partnership organisations

The Role of the Governing Body



The named governor responsible for SEND is Julie Brown. The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure, through the headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the success of the school's policy for children with SEND.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results for individuals and groups of pupils, compared with children at the same starting point nationally
- Progress data for pupils on the SEND register
- Evidence from OFSTED inspection reports
- School Development Plan

For more information regarding our SEND processes, please refer to our admissions policy, Inclusion policy, SEND information report, accessibility plan & assessment and feedback policy.

Pupils at Risk

All staff are trained and asked to be alert for signs of abuse to pupils. If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the EHT / HoS immediately, who will then following school safeguarding procedures.

A delay in responding could be costly.

Designated Safeguarding Lead: Mrs D Beesley

Deputy Safeguarding Lead: Mrs P Dwyer

Deputy Safeguarding Lead: Miss L Weaver

This policy will be reviewed annually.

Date: September 2024