

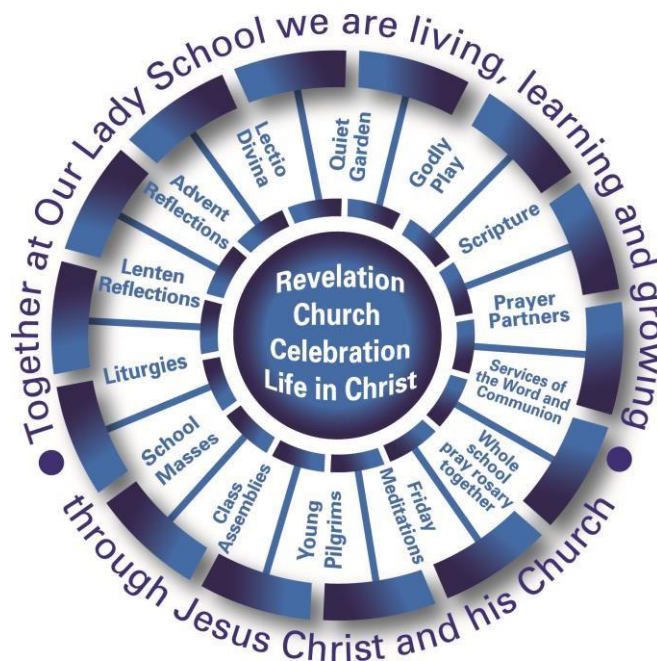
Last reviewed on: November 2023

Next review due by: November 2024



# Our Lady Catholic Primary School

## *SEND Policy*



**Date Approved:** November 2023

**Headteacher:**

*Sarah Snowball*

**SENCo:**

*Bryoney Hobbs*

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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

Our Lady School is committed to equal opportunities for all regardless of protected characteristics, including but not limited to, gender, ethnicity, age, race and religion.

Our Lady School is an inclusive school where the achievements, attitudes and wellbeing of all our pupils are valued. The school is committed to providing the best possible teaching and learning environment for each pupil. Inclusion encompasses many groups of children including:

- **Pupils with Special Educational Needs and Disability (SEND)**
- **pupils with English as an additional language (EAL)**
- **pupils who are Looked After (see also Looked After Children Policy)**
- **pupils who are most able**
- **pupils from lower income families**
- **pupils from ethnic minorities**
- **pupils of all religions and beliefs**
- **pupils with medical conditions which may affect ability to access the curriculum**

## 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 Bryoney Hobbs, 01462 622555, [senco@ourladys.herts.sch.uk](mailto:senco@ourladys.herts.sch.uk)

SENCO will:

- Work with the headteacher 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 Headteacher**

The Headteacher 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, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **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.

### 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.

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 preparing for adulthood

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 have detailed **transition programmes** in place for children transferring from Nursery to Year Reception, and for those leaving us in Y6 to move up to secondary schools in Y7. The support offered is dependent on each child's needs, age and development.

For children beginning our school, the SENCO (where applicable), alongside the YR teacher, visits families at home before the start of the school term to give us the chance to get to know one another. Families are invited to a new intake assembly, and have the opportunity to spend time in their new class with their new teacher.

Year 6 have many transition activities planned including workshops and a day at their new school. We have a transition programme in school which is run by the inclusion manager alongside the class teacher.

All children have a '**moving up**' day in school when they spend time in their new classroom and with their new teacher.

### 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:

- Catch Up Literacy and Numeracy
- WellComm
- EAL Support
- Social stories intervention
- Social skills intervention
- Little Wandle phonic interventions
- SPLD base interventions

## **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.
- 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.

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as Catch Up Literacy and Numeracy.

Teaching assistants will support pupils on a 1:1 basis when they need personalised input to make progress in an area of learning.

Teaching assistants will support pupils in small groups when there are a group of children with similar needs, or to develop group-specific skills e.g. social skills.

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

- Speech and Language Therapists
- Specialist Advisory Teachers e.g. for Hearing and Visual Impaired children
- Educational Psychologists
- School nurses
- SPLD base teachers
- Occupational Therapist
- Family Support Workers
- Hitchin Behaviour Support Service
- Charities and support groups for specific conditions e.g. Angels/ADD-Vance/GRIT

The school nurse/ GP's may be able to refer to different health services such as Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC) or Communication Disorder Assessment Clinic (CDAC). The school may also access outreach services such as emotional wellbeing support (NESSie), Moderate learning difficulties (Woolgrove Special School), Specific learning difficulties (The Grange SPLD Base) and the Communication and Autism Team (CAT).

We aim to include as many professionals as are appropriate for your child. These professionals are usually involved with a few children and will come into school for most appointments. If you wish to discuss referral to a specialist service, please speak to the class teacher and/or SENCO

Parental consent will always be sought prior to any referral made by the school. Once a service is accessed, we aim to work in partnership with relevant professionals.

## **5.9 Expertise and training of staff**

Our SENCO has completed the National Award for SEND Coordination and has **10 years'** experience of teaching.

Training is ongoing and responsive to the needs of the pupils currently at the school. Staff are trained in the following areas:

- Support for specific learning difficulties
- Wider Speech and Language issues
- Understanding and support for Autistic Spectrum Disorder
- Therapeutic Thinking behaviour support training
- Training for specific pupils, as needs arise (such as visual impairment or physical disability).

## **5.10 Securing equipment and facilities**

The school has an amount identified within its overall budget called the notional SEND budget which is used for resources to support the progress of children with SEND. This is mainly used to buy resources and to provide specialised training for staff. The allocation of the school budget is prioritised according to need.

Where a child requires provision which exceeds the nationally prescribed threshold additional top-up funding can be applied for through the local authority ( Local Higher Needs Funding). Parents will always be consulted if the school is to try and apply for additional funding for their child.

## **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 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or 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 in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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 SEND are encouraged to be part of the school council
- Pupils with SEND, alongside all pupils, have a Wellbeing Buddy who are taught to support each other's wellbeing.
- Pupils with SEND, alongside all pupils, create a One Page Profile at least annually to reflect what their strengths are, what is important to them, and how they like to be supported.
- Pupils with SEND, alongside all pupils, have two 'named adults' who they choose and who is available to listen to concerns or worries the child may have.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

We work alongside many other bodies to meet the needs of pupils with SEN and support their families. We are part of the Hitchin Partnership, through which we have access to a Family Support Worker who can work with children and families to provide practical and emotional support. We have close links with our School Nurse who supports our pupils with medical conditions and can support with emotional and mental wellbeing too. We work closely with Children's Services where families need extra support.

#### **5.15 Complaints about SEN provision**

If you wish to make a complaint, please follow the school Complaints Procedure as set out in the complaints policy.

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP. If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints

Postal Point: CHO118

Resources Department

County Hall

Hertford

SG13 8DF

Email: [cs.complaints@hertfordshire.gov.uk](mailto:cs.complaints@hertfordshire.gov.uk)

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCo and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State at the Department for Education are set out below:

Online: [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)



Telephone: 0370 000 2288

In writing: Department for Education, Piccadilly Gate, Store Street, Manchester, M1 2WD

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

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/support.aspx>

### **5.17 Contact details for raising concerns**

If a parent or pupil has a concern, the best person to speak to in the first instance is usually the Class Teacher. Alternatively, all parents are able to make an appointment via the school office to speak to the SENCO.

### **5.18 The local authority local offer**

Our contribution to the local offer is:

[http://www.ourladys.herts.sch.uk/\\_site/data/files/documents/4ED5C094E60D3D2020CD0A1B2AC19BE7.pdf](http://www.ourladys.herts.sch.uk/_site/data/files/documents/4ED5C094E60D3D2020CD0A1B2AC19BE7.pdf)

Our local authority's local offer is published here: <https://www.hertfordshire.gov.uk/microsites/local-offer/thehertfordshire-local-offer.aspx>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO **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:

- Accessibility and Equality plan
- Behaviour
- Supporting pupils with medical conditions
- Inclusion Policy
- Safeguarding and Child Protection policies