



Our Lady of Good Counsel Catholic Primary School A Voluntary Academy

School Mission Statement

To Love, Live and Learn in the Light of Christ

The Our Lady family learn together with love and faith in Jesus, to become the people God calls us to be.

Policy on Special Educational Needs and/or Disabilities (SEND)

“Which one of you,” Jesus asked, “having a hundred sheep and losing one of them, does not leave the 99 in wilderness and go after one that is lost until he finds it?” (Luke 15: 4-5)

1. Introduction

This document is a statement of the aims, principals and strategies for provision for children with Special Educational Needs at Our Lady of Good Counsel. Special provision for children two or over is education that is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

The following documents were taken into consideration in the formulation of this policy:
Education Act, 1996 and 2011, revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) The Discrimination Act in Schools and Early Years Settings (2006) Removing Barriers to Achievement (2004) The Equality Act (2010) Our Lady of Good Counsel Safeguarding Policy.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principals underlying identification and provision and confidently committed to the agreed strategies.

The school website displays all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire’s Local Authority website to show you what support is available within the county to support you and your child.

2. Aims

- I. To ensure that pupils with special educational needs have the same opportunities as other pupils to achieve the aims of our school within the mainstream classroom.
- II. To provide an environment where parents, carers, pupils and staff can work together to identify and support individual needs.
- III. To encourage all staff to build upon the strengths of pupils with special educational needs and recognise their positive achievements. To encourage all staff to develop their skills as teachers of pupils with special needs and support their professional development wherever possible.
- IV. To be familiar with the details of SEN in an EHCP to ensure that the recommendations made in them are met.
- V. To ensure that the Support Team is held in high esteem throughout the school, and that its contribution to the school’s community is recognised.
- VI. To set high expectations and give every learner confidence that they can succeed.
- VII. To ensure all learners are of equal value.
- VIII. To make Improvements to ensure physical access.

3. Definition of Special Educational Needs

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

A child has a **learning difficulty** if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).
- c) Is under compulsory school age and falls within the definition at a. or b. above or would do so if special educational provision was not made for the child.
- d) A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

4. Special educational provision

Special educational provision means:

- a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of that age in maintained schools, other than special schools, in the area.
- b) for a child under two, educational provision of any kind.
- c) this is a broad definition covering children and young people from 0 -25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

5. The Duties of the Governing Body

- i. Governing bodies should, with the Head Teacher, decide the School's general policy and approach to meeting special educational needs for pupils with and without Educational Health Care Plans (EHCP).
- ii. Every school must have a 'responsible person' who makes sure that all those who are likely to teach a student with an EHCP. The person is generally the Head Teacher or other member of the Senior Leadership Team (SLT).
- iii. Do their best to ensure that the necessary provision is made for any pupil who has special educational needs ensure that where the 'responsible person' has been informed by the Local Authority (LA) a pupil has special needs, those needs are made known to all who are likely to teach him or her
- iv. Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special needs
- v. Report annually to parents on the implementation of the school's SEND policy
- vi. Ensure that a pupil with special educational needs joins in the activities of the school together with the pupils who do not have special needs, so far as is reasonably practical and compatible with efficient education and use of resources
- vii. Have regard to the revised Code of Practice.
- viii. Ensure that parents are notified of a decision by the school that their child has special needs.
- ix. There is a nominated governor for SEN who is required to ensure monitoring of SEN and that procedures are in place.
- x. The SEN Governor meets with the SENDCO at least 3 times within the academic year and reports back to the full governing body with their findings.

6. Inclusion and admission

There is a clear expectation within the 1996 and 2011 Education Acts that pupils with special educational needs will be included in mainstream schools. In accordance with this, the school will continue to treat pupils with individual needs as fairly as all other applicants.

Further details can be found in the admission policy.

7. Resources

Resources are allocated for special needs by the governing body. At times this allocation of resources maybe put before a sub-committee who would then make recommendations to the full governing body for approval. The SENCO, in consultation with the Head Teacher, is responsible for the use of the resources and the development of the support staff.

8. Working in partnership with parents and guardians

The Support Team recognises that professional help for pupils with special educational needs is most effective when it builds upon parents' knowledge and understanding of their child and takes into account their contribution to each stage of an assessment.

To establish and maintain positive links with parents and guardians, Our Lady of Good Counsel will:

- a. Welcome enquiries and visits from existing and prospective parents.
- b. Respond promptly to concerns raised by parents, either directly or through other staff.
- c. Invite parents to contribute to special needs assessments and reviews.
- d. Inform parents of the SEND Support of their child.
- e. Endeavour to arrange meetings at a convenient place and time.
- f. Enlist the support of outside agencies where language may be a barrier to spoken or written communication with parent.

9. Criteria for review of the SEN Policy

The governors of Our Lady of Good Counsel will review the SEND Policy annually. In conducting the review, the following criteria will be considered:

- a. Are systems in place for the effective identification and assessment of pupils with special needs?
- b. Are all staff familiar with the routes of referral for a pupil who may have special needs?
- c. Are Special Needs Files set up, and regularly updated, on all pupils with SEND and those undergoing assessment?
- d. Is the progress of pupils with SEND monitored and reviewed in accordance with the recommendations in the revised Code of Practice?
- e. Have the recommendations made by the LA in EHCPs been met?
- f. Have SEND staff worked in partnership with parents to meet the needs of pupils with special needs?
- g. Have pupils with special needs been involved in discussions about their needs, and their views recognised?
- h. Have external agencies been involved in the planning and provision for pupils with SEND where appropriate?
- i. Have SEND staff attended courses for professional development and disseminated information to others?
- j. Have SEND staff informed other school staff of new legislation regarding SEND?
- k. Does the income into the school for SEND match the expenditure on SEND over the previous twelve months?
- l. Is there a SEND Development Plan, and does it identify relevant priorities for the future?

10. SEN provision and resources

The Support Team are based in the classroom and are deployed by Teaching staff to support quality first teaching. In addition, targeted teaching support is provided for small groups and individual pupils with additional needs.

11. Identification and assessment of special needs

Definition of SEND (DfE, 2014) A child or young person has SEND if they have a learning difficulty or disability 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 he or she; has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SEN Code of Practice 2014 (DfE p86, 87) defines four broad categories of need. At Our Lady's, we consider the needs of the whole child, including those which may not be considered to be educational needs, when deciding on what additional provision that child may need.

We do not use these definitions to fit a child into any specific category or to give them a label, however we do refer to them in order to effectively plan for a wide range of different needs and to guide us when deciding upon the best course of action to take in each individual child's case.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are many reasons why a child may not make the progress we would expect. The following are not considered to be SEN, but staff at Our Lady's are aware of the impact they may have on a child's attainment, and of ways the child may be supported in such circumstances:

- Disability (Our Lady's follows guidance provided under current Disability Equality legislation, and makes "reasonable adjustments" in order to ensure that no individual is discriminated against)
- Attendance and punctuality

- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Whilst presentation of behavioural difficulty may not in its self be a special educational need we will be conscious that it may be the response to an underlying/unmet need.

12. Assessment

The School is committed to ensuring that all pupils receive their entitlement to a broad, balanced and relevant education. The Support Team will help to achieve this by ensuring that Our Lady of Good Counsel:

- Attend pre-school reviews as requested.
- Use information from previous settings/school to provide a starting point to develop an appropriate curriculum.
- Identify and focus on the pupil's skills, highlighting areas for early intervention.
- Ensure that ongoing observation and assessment provides regular feedback to staff, parents and pupils, and form the basis of future plans.
- Regular formal and informal assessment of all pupils takes place in all curriculum areas, and staff are encouraged to analyse results and pass on concerns to the SENDCo.
- In addition to this day-to-day monitoring of pupils by classroom teachers and support staff, standardised tests will be administered where appropriate and assessments. These include:
 - Holborn/Salford Sentence Reading Test.
 - National Curriculum key words; lists 1,2 and 3.
 - Assessment using previous SAT's of KS1 and KS2
 - Dfe KS1/2 Teacher Assessment Frameworks
 - RWI phonics and previous Yr1 phonics assessment materials.
 - O Track
 - P scales (PIVATS).

To decide whether a pupil has special educational needs, Our Lady of Good Counsel will consider:

- Evidence from staff observation and assessment.
- The percentage of statements achieved on the "step descriptors statements" for each year against O Track (one year or more behind in the National Curriculum).
- Whether a pupil has been put on an internal concern and has received intervention and there has been no significant progress.
- The views of parents and pupils.
- In accordance with the revised Code of Practice, where a pupil is assessed as having special needs, intervention will be described as 'School Support'.

13. SEND Support

Initial identification of special educational need is most often made by the class teacher, who recognizes, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation.

- If this is deemed to be the case, the class teacher, with the permission of the child's parents, will complete an internal referral form (**Record of Concern**). A copy will be given to the SENDCo, who will add the child's name to the Record of Concern register. These concerns are stored in the central file.
- The Plan-do-review approach would be taken to monitor how the child gets on with their learning following an internal referral.
- If further support is needed for the individual. The SENDCo will open a 'gold form' in order to keep a record of meetings with parents, with the SENDCo or with outside agencies.

The trigger for intervention through SEND Support will generally be, that despite differentiated learning opportunities, a pupil makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of concern.

In these circumstances, the SENDCo will consider the following strategies:

- i. Enlist specialist support.
- ii. Implement specialist advice.
- iii. Discuss arrangements with parents.
- iv. Help draw up and distribute learning SEND Individual Support Plan (ISP).
- v. Monitor and review progress.
- vi. Once the child no longer needs 'additional' or 'different' provision, the SENDCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

14. Area Referral Meeting

In a small minority of cases, and after regular review meetings, a decision may be made to request an Education Health Care Needs Assessment. Using County's latest proforma (as included on the LCC Local Offer website), the SENDCo is required to submit evidence of all efforts made to manage and support the pupil's learning within the graduated approach; taking into account at least 2 cycles of Assess, Plan, Do and Review. This information is collated by the designated SEND Caseworker and discussed by the Allocations Panel within 6 weeks of receipt of the original request, when a decision is made as to whether or not an Education, Health and Care Plan (EHC) is necessary.

15. Education, Health and Care Plan

At this stage, it has been agreed that resources routinely available within school are insufficient to meet the needs of a particular child. Based on the evidence submitted to Local Authority (LA), and after deliberation of reports from the other agencies involved, the Special Needs allocations team will then arrange a meeting to write an EHCP of Special Educational Needs for the child and fund the necessary provision which varies according to need.

The EHC Plan, which is a legal document, is reviewed annually.

16. Arrangements for raising concerns and complaints

We aim to work in close partnership with our parents. If you are unhappy with any aspect of provision, in the first instance, you should discuss your concern with the class teacher. If you feel unable to speak to the teacher, or are not satisfied with the teacher's comments, please ask to meet with the SENDCo. An appointment will be made to ensure that parents/carers are afforded the time needed to allow the matter to be explored fully as we work together to resolve the situation.

Parents or guardians wishing to make a complaint may contact the head-teacher who will enlist the support of senior colleagues and the SEN Governor, where appropriate, to investigate and resolve problems. In the event of a formal complaint parents are directed to the St Therese of Lisieux Academy Trust policy available on the school website or hard copy by request.

In the event of a formal complaint LIASE is available to offer advice.

17. Support roles

The SEND team is made up of teachers and teaching assistants. Effective support is most effective when SEND staff, subject staff and pupil work in partnership.

Teaching assistants work in classrooms and with named pupils (usually those with statements/Health Care Plans and those at SEND Support) and priority will be given to their needs.

They may support pupils under the direct supervision of teaching staff by:

- a. Assisting pupils with personal organisation.
- b. Interpreting instructions and tasks.
- c. Maintaining pupil focus on task.
- d. Raising self-esteem of learners.
- e. Liaising between pupil, teacher and SENDCo.
- f. Reducing tension in volatile situations.
- g. Deliver individualised English or Maths programmes.
- h. Deliver small-group English or Maths lessons.

The SENDCo may work in any of the above ways, and in addition will:

- a. Negotiate their roles and responsibilities with class teachers according to the needs of pupils and varying demands of different subjects.
- b. Work in partnership with subject leaders to develop materials to promote learning.
- c. Raise awareness amongst staff of a variety of teaching, learning and assessment styles.
- d. Organise the assessment, monitoring and review of pupils with special needs.
- e. Devise individualised programmes to aid the development of basic skills.
- f. Be aware of changing legislation and its impact on the teaching and management of pupils with special needs.
- g. The aim of support is to enable pupils to gain access to, and benefit from, the broad and balanced curriculum of the School.

18. Links with Support Services

Our Lady of Good Counsel recognises the importance of establishing and maintaining positive links with specialist support services. Many pupils with special educational needs have other difficulties and the achievement of educational objectives is likely to be delayed without the partnership of all concerned.

This Policy was ratified by Governors on.....

Signed..... SEN link governor –Mr Jamie Shaw

Signed.....Head Teacher – Mrs M Parker