

St Hugh's Catholic Primary School
Special Educational Needs and Disabilities Policy

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Mission Statement

Learn, Love, Pray

At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a 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 or mainstream post-16 institutions.*

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

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

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

To reflect the SEND Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.

To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

To encourage and engage the in the participation of children and young people and parents decision making and the planning and review of outcomes with regard to their provision.

To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self- esteem with a long term goal of independence and preparation for adulthood.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is the Executive Headteacher. The person co-ordinating the day-to-day provision of education for pupils with SEND is the Inclusion Manager.

Arrangements for coordinating SEND provision

The Inclusion Manager holds details of all SEND records for individual pupils. These records are stored confidentially in secure filing cabinets. The Inclusion Manager also stores all SEND records on the SIMS database, teachers and relevant staff are able to access the database.

All staff can access:

- St Hugh's Catholic Primary School SEND Policy;
- A copy of the full SEND Register;
- BROMCOM database;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Liverpool's Early Help Directory.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements that will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Some outside services we utilise are:

- Purple Circles – Autistic Spectrum Disorder Support
- Special Educational Needs Integrated Support Service (SENISS) Learning Difficulty Provision;
- Child and Adolescent Mental Health Service (CAHMS);
- Speech and Language Therapy services (SLT - NHS);
- Educational Psychologist (EP);
- Talk About Town (TAT) an independent speech and language company;
- Seedlings (YPAS)
- MHST (YPAS)
- Specialist Dyslexia 1 to 1 teacher
- Alder Hey Physio / OT
- Therapeutic Social work (Early Help Team)

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional top-up funding.

Identification of Pupils with SEND

The four areas of need as detailed in the SEND Code of Practice 2014 are:

Communication and Interaction- for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and Learning- for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.

Social, Emotional and Mental Health Difficulties-for example, where children have difficulty managing

their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing. Sensory and/ or Physical Needs- for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

Our school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Click on the following link for more information on our school local offer:

[St Hugh's Catholic Primary School Local Offer](#)

A graduated approach

When identifying children with SEND we adopt a 'Graduated Approach'.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. They will be placed on our Catch-up / Initial Concern register.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through (b) and (d) it can be determined which level of provision the child will need going forward. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under

which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.

Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision, the child will be added to the SEND register. 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 cycle to enable the 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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents / guardians. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care

Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via Liverpool's Early Help Directory website:

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, Liverpool City Council will provide an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

What is not SEND 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
- Being a child/young person of servicemen/women
- EAL

Adaptation of Curriculum, Learning Environment and Facilities for pupils with SEND

The school complies with all relevant accessibility requirements.

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on our website.

Our school is proactive in removing barriers to learning. We are a Dyslexia Friendly school and offer all children and staff Dyslexia Friendly Practices.

Our school improves access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education. The school offers:

- High visibility nosings on stairs;
- A disabled ramp entering the school;
- A disabled toilet.

Our school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their

peers in a mainstream classroom setting.

Where this is not possible, the Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

Inclusion of pupils with SEND

The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support Services.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded individually on the school provision map, this is evaluated and updated termly.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child in relation to SEND, an appointment can be made by them to speak to the Inclusion Manager or Headteacher, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Inclusion Manager attends Local Authority Briefings to keep up to date with any legislative changes in SEND as well as the most up-to-date practice and provision. Staff are regularly updated on changes and good practice through weekly staff meetings. Training for a variety of SEND can be accessed through our primary Consortia.

All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language Training (SLT), Dyslexia Training, Autistic Spectrum Disorder Training (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder training etc.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Manager who will then inform the child's parents.

Working in partnerships with parents

St Hugh's Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

early and accurate identification and assessment of SEND leading to appropriate intervention and provision;

continuing social and academic progress of children with SEND;

personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may

be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted via the school office at any time in relation to SEND matters.

Links with other schools

The school works in partnership with the other primary school in the Liverpool South Central Consortium. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

This policy will be reviewed annually.

SEND Cause for Concern Referral Form

NAME OF CHILD:	DOB	YEAR GROUP:
(Area of concern including evidence) Communication and Interaction Cognition and Learning Social Emotional and Mental Health Sensory and/or Physical Needs Other		
2. What has been done to date (including impact)		
3. Briefly explain how you have differentiated the work for this pupil.		
4. Briefly explain what experiences they are having accessing the curriculum		
5. Please detail any other factors that may be relevant eg meetings you have had with parents, Data tracking of progress		
6. What needs to happen next and why?		
7. Any other comments? Other observations (including teaching assistant observations, child discussion notes)		
Date of referral:	Teacher's name:	
Signature:	Date:	

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014

This policy was created by the school's Inclusion Manager with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

Contacts: 0151 733 2899 or Email at office@sthughprimary.co.uk

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen