

Special Educational Needs and Disability (SEND) Policy



Date of issue:	March 2021
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Definition of SEND

The Government's SEND Code of Practice 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

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

- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or additional need.
- 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 differentiate 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.

Policy Objectives

- To identify as early as possible those pupils with SEND and the nature of their needs. This will include dyslexia as a specific learning difficulty.
- 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 establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- To ensure that any withdrawal support is temporary and determined by the class teacher, Interventions Manager and SENCO in accordance with the SEND Code of Practice 2014

Admissions

The Governors of Great Crosby Catholic Primary School have included in their admissions policy:

'The Governing Body reserve the right to admit children with proven and exceptional medical and social needs, providing that such application is submitted with the appropriate evidence or reports from a doctor or social worker. Where applications are

received from Catholic and non-Catholic children in public care they will respectively be admitted to the school in that priority order.'

This takes account of the statutory obligation in the Government's SEND and Disability Act 2014.

Procedure

The SENCO and/ or the Interventions Manager is consulted about any pupil for whom the class teacher has concerns. Most difficulties can be addressed within Quality First Teaching (Q.F.T). If problems persist, advice will be sought from Michelle Thompson, the school's support teacher. Recommendations/ interventions will be put in place and reviewed every half term.

If a child has life long and complex needs, or they are not making expected progress despite appropriate QFT and interventions, then permission will be sought from the child's parents to add the child's name to the SEND Register.

SEND Register

- Monitored on B Squared assessment programme – targets are set and reviewed regularly.
- Wave 2 and 3 interventions
- Involvement from outside agencies such as Occupational Therapy, Speech and Language, community paediatrician, educational psychology, S.S.E.N.I.S.
- Progress reviews are held each term. In the autumn and spring term these meetings involve the parents and class teacher. In the summer term, we hold a transition review which involves the parents, current and next class teacher, and the SENCo. Sometimes outside agencies who have had involvement with the child may attend.
- Support Plans are reviewed after the termly reviews and new targets are set
- In some cases High Needs Funding (H.N.F.) will be applied for if the child requires 1-1 support
- In some cases it will be appropriate to apply for an Education and Health Care Plan (E.H.C.P.) in order for a full assessment of the child's needs to be made.

The Role of the SENCO

The SENCO at Great Crosby Catholic Primary School is Sheila Harvey and 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 LEA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND

- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing Support Plans
- Keep informed of any developments in ICT that could enhance learning for the children with SEND

The Role of the Governing Body

The named governor responsible for SEND is Natalie Martin. 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
- Value added data for pupils on the SEND register
- Evidence from OFSTED inspection reports
- School Development Plan

Policy Success Criteria

Pupils with SEND are thriving at school

Increased differentiation of the curriculum is provided to meet diverse individual needs. Staff understand the objectives of their curriculum planning for pupils with SEND.

Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.

Good home/school communication is established and maintained.

SEND Policy is regularly reviewed, updated and monitored.

This policy has been agreed by the governing body

Signed----- Date March 2021 (SEN governor)

Signed----- Date March 2021 (Headteacher)

Signed----- Date March 2021 (SENCO)

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