

St Philip's Catholic Primary School

Christ at the Centre



SEND Policy

Signed by:

Head Teacher: _____ Date: _____

Chair of Governors: _____ Date: _____

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Aim of this Policy

The aim of this policy is to guide the development and provision of pupils with SEND (special educational needs and disability). This is achieved through:

- The complete involvement of children and parents in decision making.
- The identification of children and young people's needs.
- Collaboration and partnership between the child parents/ carers, school, external agencies and governors to provide support.
- High quality provision of education for pupils with special educational needs within the existing framework of the whole school policy for teaching and learning.
- The provision of a wide variety of experiences in order to enable children to develop to their full potential in all aspects of their development and to provide for their special needs.
- Ensuring all staff are familiar with the procedures to be followed within school when supporting a child with SEND and liaising with appropriate external agency support and providing opportunities for all staff to develop their professional expertise with regard to pupils with SEND.
- Identifying a child with SEND within school as early as possible to ensure that the appropriate support is given in terms of resources and personalised learning.
- Monitoring, assessing and recording progress of all pupils with SEND continuously, in line with the school's assessment policy and through the APDR cycle set out in the SEN Support Plan.

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.



St Philip's Statement of Intent

As we are all created in the image and likeness of God, as a school, we endeavour to provide all children with the highest standard of education. For some children, this means providing them with additional support.

In our school we have a wonderful range of abilities and needs. Class teachers work alongside other professionals in order to provide all of our children with the best education, regardless of need. As a school we provide training throughout the year for our staff to access the most up to date recommendations for children with SEND. Some of the professionals we work alongside are Ms Nicole Hand from the Learning Support Service, Mrs Louise Lamont from the Behaviour Support Service and Mrs Helen Barr our Education Psychologist.

Who can you contact if you need support?

Our SENDCO lead is Miss Sam Rowland. You can contact Miss Rowland by ringing the school on 0161 483 0977 or via email:

sam.rowland@st-philips.stockport.sch.uk

Our School Governor for SEND is Mrs Claire Heaney who you can contact via the school office.

What are the areas of SEND provided for at St Philip's?

At St Philip's we provide need for children across the four areas of need as laid out in the SEND Code of Practice (January 2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

How do St Philip's identify children with SEND and ensure their needs are met and assessed?

We ensure pupil's needs are efficiently identified through assessment. This includes concerns and feedback from teaching staff, observations, intervention feedback, referrals and information from parents and the level of progress children are making. If teachers or parents are concerned, the details of the concern are recorded and discussed with the SENCO, Sam Rowland where additional support may be given through a graduated approach.



What is St Philip's approach to teaching children with SEND?

At St Philip's, we use a graduated approach to teaching children with SEND. All teachers are teachers of children with SEND and quality first teaching with appropriate differentiation is provided for all children. Adaptations are then made to the curriculum and the learning environment for children with SEND through short term targeted support, long term targeted support, or specialist support. Targeted support may include small nurture sessions and interventions, 1:1 work where appropriate and personalised provision through intervention programmes and adapted resources.

How do children at St Philip's engage in activities available to all children?

Quality First Teaching and graduated planned steps ensure that provision is created to enable children to engage where possible in the activities provided for all pupils. The school invests heavily in staff, with a particular focus with Teaching Assistants, in order to give our children the best possible support through their primary school years. Teaching Assistants are deployed in each year group to provide support for the children within the classrooms and to provide intervention programmes for the specific needs of individuals or groups of children.

Examples of the intervention programmes we use in school include, but are not limited to, Motivational Maths, Motor Skills United, Stockport Early Reading Intervention (SERI) Toe by Toe, Speech and Language Therapy and Art Therapy. Class teachers and teaching assistants work with individual children or groups of children on all areas of the curriculum with specialist adaptations made to support the needs of individuals.

How is the effectiveness of the provision made for children with SEND evaluated?

Provision is evaluated to ensure it is effective on a regular basis through half-termly Pupil Progress meetings with the school's Senior Leadership Team, an Annual report sent to the Governing Body and the SEND Information Report updated and made accessible on the school's website.

Through our graduated approach we review pupil's progress towards outcomes through an Assess, Plan, Do, Review cycle alongside opportunities to consult parents in every step of the journey. Our SEN Support Plans highlight children's needs, identifies SMART targets for each individual child and involves parent and child viewpoints as a driving aspect of support provision. SEND review meetings are held bi-annually to measure children's progress and to report this to parents. Parents are consulted in every step of this journey and One Page Profiles are created with the pupils to involve them in their own education.



How are adaptations made to the curriculum and learning environment for the children with SEND?

Our St Philip's curriculum and our learning environments are adapted to suit the needs of pupils with SEND. Learning is differentiated through resources and teaching styles, access arrangements are made for testing, additional adult support is carefully arranged and groupings that target specific levels of progress are planned for. The physical classroom is designed to suit the needs of our children and areas of the school have been designed for specific needs (Sensory Room, Classroom calm areas).

How are pupil's consulted and involved in their education to support Social and Emotional development?

At St Philip's, we ensure all pupils are listened to at all times and pupil voice is at the forefront of supporting pupils' wellbeing. Social and emotional development for all our pupils is carefully planned throughout our curriculum. We follow a Restorative Approach which creates a positive and supportive school ethos and community. Through circles and PSHE sessions we ensure SEAL themes are the focus and all children's views are listened to. Class teachers and Teaching Assistants plan specific and targeted Nurture sessions that are carried out on a weekly basis to support all children including those with SEND. Through access to outside agencies including Primary Jigsaw, Behaviour Support Services and Healthy Young Minds, we are able to support children with their social and emotional development. Our policies on Anti-bullying and Equal Opportunities set out our school's approaches to supporting all pupils. Many of our Year 6 children are involved in the Pupil Leadership Team, supporting children at lunch and play times with any worries or concerns they have which are then reported to class teachers to support if necessary.

How is staff training and expertise implemented to support children with SEND?

We aim to maintain a high level of training for all our staff to ensure specialist expertise is secured to support children with SEND at our school. A staff audit of expertise in SEND is undertaken annually to identify training aspects. Ms Cahill (Acting Head Teacher) has completed the NASENCO accreditation and Miss Rowland (Acting SENCO) is embarking on the NASENCO course from September 2020. Individual training is provided for all staff including, but not exhaustive of, Behaviour Support, Team Teach training, Dyslexia Friendly training, Specific Learning Difficulties and SALT training.



How are parents / carers of children with SEND involved in their child's education?

At St Philip's parents can speak to class teachers on a daily basis, alongside SLT members and the Head Teacher. Informal conversations and longer appointments can be made to gain parental views and concerns. Arrangements for consulting parents can be through telephone conversations, open door policy and appointments with staff, email, parents evening, parent questionnaires and SEND review meetings. In some cases, if several barriers to a child's learning are identified, then a TAC (Team Around the Child) or a TAF (Team Around the Family) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help an individual child. All decisions are made collaboratively between the pupil, parents/carers, school staff and external agencies to ensure the best outcome for the child. We strongly encourage ongoing dialogue between staff and parents/carers to ensure pupil and parent/carer voice is heard and they feel supported.

What are the arrangements for concerns and complaints from parents of children with SEND?

At St Philip's, the vast majority of concerns can be resolved informally. There may be occasions where concerns and complaints from parents of children with SEND about the provision made at the school are raised. We aim to ensure all parents feel able to raise concerns with members of staff informally in person, by telephone or in writing. If a parent wishes to make a more formal complaint regarding their child with SEND, the procedure is as follows:

Speak to their child's class teacher
Contact the Head Teacher, Ms Cahill
Contact the Chair of Governors, Mrs Slee
Contact Stockport LA

How are children with SEND supported during transition phases?

Transition between phases of education and in preparing for adulthood is carefully planned for at St Philip's. Transition sessions with new class teachers between year groups take place during the Summer Term with additional transition sessions held with children with SEND where necessary.

Multiagency Transition meetings are held for children with EHCPs and LAC children and transition sessions for Year 6 pupils are held with secondary school settings. At St Philip's, children are encouraged to have high ambitions and talk about their aspirations for adult life.

What specialist services and expertise are available and accessed by St Philip's?



At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These can include:

- GPs
- School Nurse
- Educational and Clinical Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Social Services
- School Age+ Workers
- Health Visitors
- Learning Support Services (LSS)
- Behaviour Support Services (BSS)
- Parent Partnership
- Primary Jigsaw (Emotional Health and Wellbeing)
- HYMS (Healthy Young Minds Services)

At St Philip's, our Educational Psychologist, Helen Barr, works with pupils who have significant additional needs, who have an EHCP or are in the process of an EHCP referral. Helen Barr provides advice to both parents/carers and the school once assessments and observations have been completed.

Where can I find more information about Stockport's Local Offer?

All of this information has been put in place by St Philip's in accordance with the Stockport Local Offer which can be found at:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Further information can be found at:

Definition of Special Educational Needs (taken from the Special educational needs and disability code of practice: 0-25 years, January 2015)

A child has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. This may relate to: cognition and learning, communication and interaction, sensory impairment, physical/medical conditions or social, emotional and behavioural difficulties.

A child of compulsory school age has a learning difficulty 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 educational facilities of a kind generally provided for children of the same age in mainstream schools

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress and special educational needs are identified the school should intervene through quality first teaching.

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 is or will be taught.

Responsibility of the Governing Body

- To appoint a governor responsible for monitoring SEND. This is currently Claire Heaney, who will liaise with the SENDCO regularly and report back to the Governing Body.
- To ensure that the necessary provision is made for any pupil who has SEND
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- To consult the L.A. and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

The School Governors have responsibility, as set out in the Code, to ensure that adequate provision is made for children with SEND. They have delegated the day-to-day management of this to the Head Teacher and Special Educational Needs Co-ordinator (SENDCO). The person responsible for SEND is the Head Teacher.

Responsibility of the Head Teacher

- To oversee the day to day aspects of the school and all the arrangements for children with SEND. The Head Teacher will report to the Governing Body on all aspects of SEND in school.

Responsibility of the SENCO

- To oversee the day-to-day operation of the school's SEND policy
- To co-ordinate provision for children with SEND to ensure there are effective programmes and the appropriate resources in school to meet their needs
- To liaise with and advise class teachers
- To oversee the records of all children with SEND and to follow up the progress of those no longer receiving additional support
- To liaise with parents of children with SEND
- To contribute to the in-service training of staff
- To liaise with external agencies including the learning and behaviour support services and educational psychology services, health and social services, and voluntary bodies
- To liaise with the Head Teacher regarding the progress of children with SEND and to liaise with the Governor responsible for SEND and report to the Governing Body on an annual basis
- To ensure that the pupils with SEND join in the activities of the school together with those children who do not have SEND, so far as that is reasonably practicable and compatible with the child receiving the necessary SEND provision, the efficient education of other children in the school and the efficient use of resources
- To ensure that the necessary provision is made for any pupil who has SEND
- To ensure that parents are notified of a decision by the school that their child has SEND
- With the Head Teacher, decide the school's general policy and approach to meeting children's SEND for those with and without EHC plans

Responsibility of the Teaching Staff

We are all teachers of children with SEND.

All staff must be aware of, and comply with, procedures to identify, assess and make adequate provision for their pupils with SEND and must record how they address the needs of children in their care.

The class teacher is responsible for planning a differentiated curriculum through Quality First Teaching where assessing provision for children with SEND takes place regularly. Class teachers are responsible for liaising with other members of staff who work with children with SEND. Class teachers are parents and carer's first point of reference on a day to day basis.

Involving pupils and parents/carers

Effective planning for children with SEND should be centred around the child and enable children and their parents/carers express their needs, wishes and goals.

At St Philip's we work in close partnership with parents/carers of children with special needs.

We ensure they are:

- listened to
- encouraged to play an active and valued role in their child's education
- informed of their child's entitlement within the SEND framework
- given access to information, advice and support during assessment and any relevant decision-making processes about special educational needs provision

We aim to do this by informing parents:

- when a child's SEND is first perceived
- of any interventions or programmes of action and their role in supporting their child
- when consideration is given to the involvement of an outside agency
- of the parent partnership service when SEND are first identified
- of all reviews concerning their child. They will be given the opportunity to attend and/or invite a repreSENDtative to SEND Support and EHC reviews

In all communication with parents/carers by staff, the discussion will:

- Have a focus on the child as an individual
- Use clear language rather than professional jargon to explain information
- Highlight the child's strengths
- Give opportunities for the child and those who know them best to say what they have achieved, what their interests are and their future targets
- Focus support to the needs of the individual and ensure SMART targets are achievable

Parents also have a responsibility to communicate with professionals to support their child's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning provision
- fulfil their obligations under home/school agreements, which set out expectation on both sides

Pupil Voice

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child). (Special educational needs and disability code of practice: 0-25 years, January 2015)

Areas of Special Educational Need

St Philip's Primary School will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
 - Cognition and learning.
- Social, Emotional and Mental Health.
 - Sensory and/or physical.

Specific needs within each area might include:

Cognition and Learning

Low attainment in one or more areas of the curriculum
Extremely high attainment in one or more areas of the curriculum
Difficulties with fine/gross motor skills
Frustration and/or low self esteem
Difficulty in tasks in sequencing, organisation, phonological skills, short term memory
Language difficulties concerned with expressive/receptive language
Delays in forming concepts

Communication and Interaction

Under-developed play skills
Social isolation
Inappropriate social interaction

Sensory-Hearing Impairment

Difficulty in following instructions and participating in classroom activities
Immaturities in speech language and communication which are not commensurate with their development in other areas
Difficulties in communicating and interacting socially

Sensory-Visual Impairment

Has difficulty in recognising pictures, print etc.
Needs to be close to view things
Lack of peripheral vision
Poor hand-eye co-ordination

Physical/Medical Difficulties

Difficulty in participating in activities
Low confidence in physical activity
Undue fatigue/concentration difficulties

Social, Emotional and Behavioural Difficulties

Inappropriate behaviour with peers and adults
Lack of confidence and low self esteem
Lack of self-control

Identifying pupils with SEND and how their needs are determined and reviewed

It is the school's duty to identify pupils in its care who have special educational needs as early as possible. It is the responsibility of the class teacher and the parent/carer to identify children with SEND. These observations and concerns will be discussed with the SENDCO and provision will be put into place.

The principles, which underpin the identification of children with SEND, are:

Progress – This looks at the improvement the child makes, measured in key areas term on term.

Attainment – This focuses on the gap between the child and his/her peers in terms of attainment, access to the curriculum, social and personal skills, confidence or behaviour.

Severity – How the child's SEND compares with his/her peers within Stockport and nationally.

Complexity – This takes account of the number and range of factors, which contribute, to a child's SEND.

Children identified before entering school

The majority of children with severe developmental delay and complex learning difficulties will have been identified prior to entering school by children's health services such as Educational Psychology, health visitors, therapists, SSS and Portage. In some cases, children may enter school with an EHCP or at SEND Support. The transfer of any child with an EHCP is managed through Stockport CYPDisP, whether the child is entering school in Year 3 or transferring from another educational setting subsequent to their eighth birthday.

To identify pupils with SEND, St Philip's Primary School will:

- Assess each child on entry into our school, focusing on their current skills and levels of attainment. We will use SIMS assessment and the Early Years Foundation Stage Profile in EYFS.
- Regularly assess all pupils and carry out planned interventions and support ensuring all pupils make similar progress to their peers, match or better their previous rate of progress, and close the attainment gap between the child and their peers.
- Interventions and nurture sessions will prevent the attainment gap from growing wider and to support pupils making inadequate progress.
- Where pupils continue to make inadequate progress, despite Quality First Teaching targeted at their areas of concern, the school will collaborate with external agencies, parents/carers and their class teacher to identify if the pupil has a specific learning difficulty or if a specialist assessment is needed.

Graduated Approach

St Philip's Primary School follows a graduated approach to meeting the pupil's needs. This includes:

- Providing Universal Quality First Teaching Provision to all pupils by all teachers.
- Providing short term and long term targeted provision through interventions and ensuring children's level of needs are being assessed and monitored before being escalated to the SEN Support Plan if required.
- Planning with the pupil's parents/carers when looking at the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour.
- Reviewing the effectiveness of nurture sessions and interventions and making any necessary changes.

SEN Support

If a child requires long term targeted or specialist learning support, they will receive SEN Support.

Provision will be escalated and implemented further where a pupil:

- Has made little or no progress through Quality First Teaching and through Short- Targeted provision at their area of weakness.
- Has poor attainment in some curriculum areas, linked to literacy or mathematical skills.
- Continues to show significant social, emotional and mental difficulties which result in necessary pastoral support to be included to access the curriculum.
- Has communication and interaction difficulties and has made little progress with this from differentiated provision.
- Has sensory and physical difficulties that continue to impact on the child.

Children who require an SEN Support Plan will have an individualised provision plan which highlights all their areas of need. This plan is shared with parents/carers and the child where appropriate and their views are highlighted. The SEN Support Plan is reviewed by class teachers and the SENCO on termly Assess, Plan, Do, Review cycles.

Children who have more complex needs and who have made little or no progress in specific areas over a long period of time and are working significantly below the National Curriculum age related expectations may be supported by external support agencies.

Class teachers and the SENDCO with parent consultation, will seek advice regarding needs if a pupil has:

- Emotional or behavioural difficulties which impact on the child's own learning and that of the class.
- Have sensory or physical needs and require specialist equipment.
- Have ongoing communication and interaction difficulties which is proving as a barrier to their relationships and learning.

External agencies are likely to be involved as part of the SEN Support Plan process and a decision on which agencies to involve is made between the SENCO, class teachers and parents. External agencies will provide individual strategies for supporting the child's progress.

Education, Health and Care Plan

A very small number of children with SEND whose needs are long term, severe or complex will need the school to request a statutory assessment by the Local Authority. The school will provide information relating to a statutory assessment.

The Local Authority provides an information pack for parents whose children are being statutorily assessed and the Parent Partnership Services provides information advice and support for parents and carers of children with SEND.

If the LA decide not to issue an EHCP, the school will take on board the recommendations of feedback from the Local Authority regarding how a child's needs can be met through the schools existing provision.

Reviewing an EHCP

Children with an EHC Plan will have an annual review. The child's parents/carers, teacher, teaching assistant and any external agencies will be invited to attend.

The SENCO will:

- Prepare and send an invite to the meeting to everyone invited within 2 weeks of the meeting taking place.
- Request any reports from those who support the pupil's needs.
- Make arrangements to host the meeting in school.
- Seek advice and information about the pupil from all those involved.
- Prepare and send a plan of the meeting to everyone invited within 2 weeks of the meeting.

Transition to secondary school for pupils with an EHCP

For children with EHC Plans transferring to secondary school, a provisional recommendation regarding the child's future education will have been made at the Year 5 annual review, so that parents can consider options at the same time as other parents. During this time and then subsequently through Year 6 there are opportunities to liaise with the secondary schools about children with SEND and their needs.

Staff Training to provide pupils with SEND a broad and balanced curriculum

The school (teachers, teaching assistants and governors) will take advantage of training opportunities where appropriate. The training needs will be considered annually and courses selected according to the need identified, if and when appropriate.

Recent Staff Training:

Team Teach Training – all school staff

Dyslexia Friendly Classrooms – all school staff

Sensory and Visuals – Sam Rowland

Challenging and Complex Behaviours – Sam Rowland

Provision Mapping – Sam Rowland

Deep Pressure Massage/ Using the Sensory Room – EYFS and Year 3 staff

Resources

A number of resources are available in school. In addition, we currently have a number of teaching assistants trained in a variety of interventions, including Motor Skills United, SERI, SRA, Toe-by-Toe, Maths Rising Stars, the effective use of Comic Strips and Social Stories, and the delivery of physiotherapy and speech and language therapy programmes

The Governing Body recognises that the needs of more able and exceptionally able children and children with English as an additional language (EAL) are not addressed in the code of practice. However, it believes that the identification and provision for these children is as important as it is for any other group.

Data and record keeping

St Philip's Primary School will:

- Keep SEN Support Plans cycles, EHCP documents, Graduated Approach documents and any other specialist information up to date.
- Keep an accurate and up to date SEN register.
- Keep up to date provision maps for the whole school, year groups and individual specialist provision.