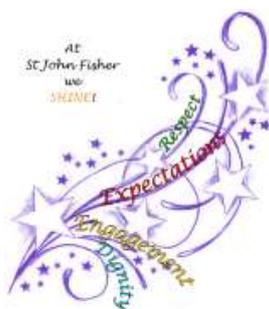


St John Fisher Catholic Primary School **SEND Policy**



This policy was adopted by the Safeguarding and Inclusion Committee	Date: Autumn 2020 Review date: Annually reviewed by SENDCO and updated as needed due to changes in legislation/ practice (Latest Autumn 2022)
By Name:	Michelle Forrest
Position:	Head Teacher
Signature:	on behalf of St John Fisher Catholic Primary School

**SPECIAL EDUCATIONAL NEEDS POLICY FOR
ST JOHN FISHER RC PRIMARY SCHOOL**

At St John Fisher, we shine!

Introduction

This document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs and Disability (SEND) at St John Fisher Catholic Primary School.

We believe that all our children have a right to a broad and balanced curriculum and that children with special needs can learn and make good progress.

We believe that children with SEND deserve compensatory resources of time and money to meet their needs, and that all teachers in our school are teachers of children with special needs.

Should a child have a Statement of Special Educational Needs and Disability/Education, Health & Care Plan (EHCP) for moderate or specific learning difficulties, parents must be aware that provision will be managed with reference to all children on the SEND Register. In order to make efficient use of our SEND Funding, parents need to be aware that it is not possible to support a child at a level that exceeds the child's statement/EHCP.

LA Guidelines/Local Offer and the New SEND Code of Practice have been taken into consideration in the formulation of this policy, and is available to access via the school's website: www.stjohnfisherprimary.co.uk

This policy was reviewed and updated in September 2020.

Aims

To identify all children who need special consideration to support their:

- Communication and interaction
 - Cognition and learning
 - Sensory and/or physical needs
 - Social, emotional and mental health difficulties
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- To ensure that these children are immediately given appropriate support to allow every child full access to the EYFS and new National Curriculum.
 - To ensure that these children are fully integrated into all activities of the school where appropriate.
 - To involve parents and children in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Responsibilities

The designated person having responsibility for SEND is Miss H Leadbetter, school SENDCO, Head Teacher, Mrs M Forrest and Inclusion Manager, Mrs V Fillingham at St John Fisher Catholic Primary School.

The Governor with special responsibility is Mrs C Gilhooley. Their role within our school is to support and challenge the Head teacher and senior leadership team to ensure that children on the SEND register receive adequate provision. Within this role, they also monitor progress of the SEND pupils, and monitors how pupil premium is being used to support the children in their learning, and monitor its impact.

SEN Specialism

Miss Leadbetter has completed the National Award for SEN co-ordination(NASENCO). She attends half-termly SENDCO meetings and termly inclusion meetings with Knowsley SEND team. The training has supported her in leading the development of the New Code of Practice.

Miss Leadbetter has a BA (Hons) degree in Disability and Education Studies and studied her PGCE specialising in SEND.

Mrs Fillingham (Learning Mentor) has experience working with children with a range of learning difficulties. In addition she has the following qualifications:-

- NPSLBA (National Programme for Specialist Leaders in Behaviour and Attendance).
- NVQ Level 3 in mentoring.
- Level 2 Mentoring MOCN (Merseyside Open College Network)

Special Facilities

St John Fisher Primary School has ramps and toilet facilities to accommodate children with physical difficulties e.g. wheelchair access. Most classrooms are carpeted to accommodate children with auditory difficulties.

Funding

From 1st April 1996 under the LA Action Plan for Special Needs the funding for pupils identified as having Moderate or Specific Learning Difficulties will be delegated to school on a formula basis.

St John Fisher Catholic Primary School has a Service Level Agreement with Knowsley's Southern Area Support Centre to provide support for children with Moderate Learning difficulties and Specific Learning Difficulties. At present the Knowsley Southern Primary Support Centre, provides advice and support for these children for the equivalent of one afternoon per week.

In addition, Knowsley schools receive funding for SEND Enhancement to manage the delivery of the Code of Practice.

St John Fisher Catholic Primary School aims to use this funding to provide non-contact time of ½ day per week to enable staff to fulfil their duties under the Code of Practice.

Role of SENDCO

- Co-ordinate provision for children with SEND.
- To keep up to date with current legislation and documentation and to keep staff informed.
- To ensure all relevant documentation is kept as required by the Special Needs Code of Practice, as well as a register of all children with special needs in the school.
- To liaise with colleagues, and keep them up to date with any relevant training/changes to legislation, and ensure that they are providing the appropriate provision for SEND children in their care.
- To liaise with all relevant agencies and Support Services.
- To work with the support teachers provided by the Knowsley Southern Area Support Centre, ensuring that the support is targeted to the appropriate pupils.
- To monitor teaching of SEND and the use of PPPs in the classroom and support teachers/ TAs as required.
- Monitor SEND progress.
- Initiate and review Early Help Assessments as required

Admission Arrangements for children with Special Educational Needs and Disability are in accordance with the New Code of Practice, and as stated in our schools' Admission Policies 2016-17.

Extract Taken From 2016-17 Admission Policy and Arrangements

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered a place without using the admission criteria and will count as part of the school's published admission number.

Identification, Assessment and Review Arrangements include:

Early identification: We aim to identify most special needs within a pupil's first year of entering school, or as needs develop throughout their school life.

The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENCO or the Head Teacher for support where necessary.

The conduct of procedures for identification, assessment and review are in accordance with the Code of Practice following the recommended 4 stage approach, **Assess, Plan, Do, Review**.

1. Assess

The class teacher with the support of the SENDCO will carry out an analysis of the pupils' needs. This will draw on assessments, progress data and attainment

information along with behaviour and attitudes to learning observations. It will also draw on pupils' progress in comparison to their peers. Views of the pupils, parents and outside agencies will support the assessments. (Concerns raised by parents should be recorded and compared to the views of professionals at the setting).

2. Plan

Parents must be informed if school concludes that SEN support is to be provided for the pupil. The teacher, SENDCO, parent and pupil will agree adjustments, interventions and support to be put into place. Expected progress will be recorded and a clear date of review set. All staff supporting the pupil will be informed and such support will be recorded on the schools' information system. Parental support and involvement which will reinforce the pupils' provision at home will also be recorded.

3. Do

The class teacher remains responsible for the teaching of the pupil even if one to one or group teaching is provided. The class teacher will work closely with TA's and specialist staff to plan and measure impact.

4. Review

In line with the date agreed the effectiveness of support will be reviewed. Impact will be evaluated along with views of the pupil and parent. Support will be reviewed in the light of reviews if required. In the case of Education Health Care plans the reviews will take place at least annually. Interim reviews may be arranged if it is deemed appropriate.

How the decision is made to put a pupil on the register

Where progress does not improve, despite planned provision, a child may be placed on the school's SEND register and outside agencies contacted for further guidance. The decision to place pupils on the SEND register will be shared with parents, carers and children, who will be given the opportunity to be involved in discussing the desired outcomes and in reviewing progress made. Where the needs of the child are broader or more complex and/or a family may wish their child to access specialist schooling, a child may be put forward for an Education, Health and Care Plan (EHC). Parents and pupils will be fully involved in this process. This replaces the Statement of Special Educational Needs. See SEND Information Page on the school website.

Managing Pupils Needs on the SEND Register

The use of set forms to record identification of concern and planned action strategies at Wave 2 and SEND support. These are provided as an **appendix** to this document.

Informal discussions held as the need arises to address teacher's concerns with regard to specific children. The support and advice of colleagues is valued by all teachers at all stages.

After identification, parents are invited to discuss their child's area of difficulty. A planned programme of work is provided for each child, and if necessary arrangements made for the provision of outside support. Parents are made aware of any support, or material used in school or at home. There are regular reviews to share information on the child's progress in school and at home. These reviews are between the parent, the child, the class teacher and/or SENDCO, the Learning Mentor, and any other agencies involved, such as KSASC Staff or the Educational Psychologist. Children at SEND support will have termly reviews. Children at Statement/EHC Plan will have an interim review ½ yearly and a full annual review.

Supporting pupils at school with medical conditions

At St John Fisher, we recognise that there will be pupils in school with medical conditions who should be properly supported so that they have full access to the curriculum, including school trips and P.E. Some children with medical conditions may be disabled and where this is the case St John Fisher will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have a statement or Education, Health and Care, (EHC) Plan. Details of the arrangements in place to support pupils in school with medical conditions can be found in the school Medical Conditions Policy on the school website www.stjohnfisherprimary.co.uk More information is available from accessing the website below where you can find government guidance "Supporting pupils with medical conditions." September 1st 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Transition from class to class and Key Stage to Key Stage

Discussion takes place regarding the children on the SEND register, their needs and individual programmes of work. In all year groups all relevant documentation is transferred with the child to the next class. All Year 6 SEND children are reviewed in their final term and all documentation requested from the LA is transferred to their Secondary Schools. The SENDCO from their future Secondary School is invited to attend the final SEND review and EHC Plan reviews.

SENDCOs from Secondary School are also invited to school to meet with relevant staff in the Summer term to discuss all significant information to ensure transition is as smooth as possible.

Provision for Curriculum Access

- Teaching of SEND pupils and their provision is primarily in mainstream classes and provided by the teacher.

- All children have access to the National Curriculum, and Early Learning Goals in the Foundation Stage. Differentiation/challenge takes place where appropriate. Those children who are withdrawn for extra support are not deprived of any aspect of the National Curriculum.
- In class SEND children's work is linked with their Personal Provision Plans during appropriate lessons, where they receive support from Teaching Assistants. If timing means SEND children are withdrawn during the teaching of another subject the class teacher will provide access to the work missed on their return. Class teachers have copies of each child's PPP and copies are in the class SEND file.
- All pupils with SEND are encouraged to join with other pupils in all activities, unless advised against for medical reasons.

Record Keeping

Records of all SEND children at each Stage of the Code of Practice, plus SEND Registers (SENCAR - Special Educational Needs Concerns and Action Record) are kept in locked cabinets, and keys are held by the SENDCO in a locked cupboard.

Resources

Each class has its own individual resources to support SEND children's learning, and a Central Resource Area for the specific use of SEND children in their withdrawal groups, and in their classrooms. There are some materials kept in The Hub which are accessible to all staff members and visitors working with SEND children

Monitoring and Evaluation of SEND

At St John Fisher, we regularly and carefully monitor and evaluate the quality of provision offered to pupils. This is done by regularly auditing the needs of the children against the provision available, ensuring all needs can be met. Evaluations of interventions are used to inform audits, regarding the effectiveness of provision and changes are made accordingly. The regular evaluation and monitoring ensures that we are continually reviewing and improving the provision for all pupils.

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENDCO, the SEND governor and head teacher. This will involve:-

- Lesson observations
- Book looks
- Pupil progress meetings
- Learning walks
- Parent/pupil views
- Monitoring staff CPD
- SENDCO network meetings
- Data analysis of intervention/support and evaluation
- SEND surgery with staff

In-Service Training

The Special Needs Co-ordinator is released to attend courses, meetings and in-service training.

The SENDCO attends regular meetings at Knowsley Southern Area Support Centre. These meetings provide ongoing training with visiting professionals in areas of concern including - Assessment/Testing, Dyslexia and Attention Deficit Hyperactivity Disorder, Autistic Spectrum Condition.

All staff receive training and information about SEND provision and procedures in school when they begin and during annual INSET/ staff meetings.

Outside Sources of Support

KSPSC – Knowsley Southern Area Support Centre provides in-school support for one afternoon per week. The centre can also provide the schools with a variety of printed materials and games for children with SEND.

Other agencies giving support in meeting the needs of specific children:-

Knowsley SEND team
Educational Psychologist
Educational Social Worker
ASD/ ADHD Pathway
Social Services
Educational Welfare Services
CAMHS
Motor Co-ordination Team (OT)
Family First
Continence Team
Physiotherapy
Speech and Language Therapy
Community Paediatricians
Family Futures
Health Visitor

Evaluating Success of Policy

The school's SEND Policy will be achieving its aims if :-

- All special educational needs are identified promptly and addressed immediately by the appropriate application of the 3 staged response.
- The targets set for PPPs (Personal Provision Plans) are achieved in the majority of cases.
- There is fluid movement of individual children between stages where appropriate.

- No child is exempt from the National Curriculum or EYFSP.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.

Accessibility

The Accessibility Plan is reviewed on an annual basis by the pupils, staff, Governors and parents and updated over the year as appropriate. The school uses checklists provided by the Local Authority to carry out Accessibility Audits. A copy of the Accessibility Plan can be found on the school website

(www.stjohnfisherprimary.co.uk) or a paper copy can be requested from the School Business Manager Mrs Morris.

Complaints

If a parent of a SEND child is not satisfied with the provision made for their child, the parent can seek an appointment with the child's class teacher and/or the SEND Co-ordinator. If the parent is still not satisfied after consultation with the above, the parent must make an appointment to see the Head teacher who may seek to discuss this with the Governing Body. If parent is still not satisfied, they can contact the Knowsley SEND Service (0151 4436145). The Complaints procedures can be obtained from the School Business Manager Mrs Morris 01514778590

Bullying

At St John Fisher, our aim is to safeguard the needs of all pupils with SEN, to promote their independence and build resilience in their learning. If you have any concerns, please contact school to speak with your child's class teacher initially, the SENDCO Miss Leadbetter, the Learning Mentor Mrs Fillingham or Mrs Forrest Head teacher. Please refer to our bullying policy for further information.

St John Fisher Anti-Bullying Policy is available on the school website (www.stjohnfisherprimary.co.uk) or a paper copy can be requested from the School Business Manager Mrs Morris 01514778590