

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow in
the presence of God”*



SEND POLICY

Holy Rosary Catholic Primary School

Special Educational Needs and Disability Policy (SEND)

At Holy Rosary Catholic Primary School we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

Introduction

Holy Rosary Catholic Primary School fully recognises our responsibilities for children with Special Educational Needs and Disabilities. Our policy applies to all staff and governors working in our school.

All children at Holy Rosary have access to a broad and balanced curriculum where teachers have high expectations for all pupils. Staff at our school recognise the need for good quality inclusive teaching. We aim to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) by recognising and responding to individual learning styles and needs. It is our duty to provide equal opportunities for every child in our care and a safe learning environment which caters to the needs of every child as an individual. Teachers are responsible for ensuring that every pupil accesses this entitlement. As a school, we aim to work alongside parents and make SEND provision for those who need it to enable children to fully participate in school life and reach their full potential.

Our aims and objectives:

- To identify pupils requiring SEND provision as early as possible.
- To identify and provide for pupils who have special educational needs and additional needs in accordance with the SEND Code of Practice 0-25 2014.
- To operate a person-centred, whole school approach to the management and provision of support for special educational needs by consulting with parents, children and professionals.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide high quality learning opportunities for children with SEND with a view to developing levels of achievement and maintaining a positive attitude to school life.
- To maintain regular contact with the SEND governor.

Admission Arrangements

The admissions policy of Holy Rosary School applies equally to all children. Children with a SEN or disability, whose parents require for them a Catholic education, will be admitted provided that the physical environment of the school is suitable or can be adapted to suit the child's needs through liaison with the LA. The Admissions Policy and Arrangements is updated each year. Please refer to this document on the school website.

Identifying Pupils with Special Educational Needs or Disability

The SEND Code of Practice 0-25 2014 states:

'A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

BROAD AREAS OF NEED

1. Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the Autism spectrum often have needs that fall in this category.

2. Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder
- Suffered adverse childhood experiences

4. Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

These areas of need are to help us plan provision. Pupils can have needs across areas and this is recognised in our provision mapping. Identification of a specific type of need does not necessarily mean a plan of support is put into place. We put support in place only when we feel it would be beneficial to a child's development. At our school, we consider the needs of the whole pupil, which will include things that are not necessarily SEND but will also impact on a pupil's progress and attainment -

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a pupil of a serviceman/woman

Parents are part of the whole identification process and if school decides that additional and different provision is necessary for the pupil to make progress, the child will be placed on the SEND register and SEND support will be put into place.

The Graduated Approach

The process for implementing SEND support is described in The SEND Code of Practice as the Graduated Approach and has four stages.

Assess

School will gather all information available concerning the identified child to gain an accurate picture of the child's needs. This could include teacher, pupil, parents, SENDCO and outside agencies and will provide information such as attainment, learning styles and projected targets.

Plan

A Pupil Profile and Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- High quality teaching approaches that are effective in enhancing the pupil's learning.
- Proven interventions to achieve specific targets - and how they will be delivered and monitored.
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with the class teacher.
- Resources to ensure access to curriculum or environment.
- Suggestions as to how the parent and / or pupil can contribute to the plan.

Do

Once pupils have a support plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions and is accountable for the outcomes. Any concerns the class teacher has over the plan will be discussed with the SENDCO.

Review

Twice yearly reviews with class teacher and / or SENDCO will take place with parents to review outcomes of support. Interventions will be evaluated along with views of the pupil and parents. The plan may be adapted or a new one devised to enable the pupil to achieve their next steps in learning.

At the review, further options may be put into place if a pupil is not making the expected progress or achieving outcomes on their support plan.

- Advice or assessment may be requested from external agencies to help school put in place different / more appropriate support for the pupil.
- Multi-agency support may be initiated through Early Help.
- The High Needs Funding system is currently under review by the Local Authority with the intention of a new system starting in 2023/24. No new requests for High Needs funding for pupils without EHC Plans will be accepted except in the following situations:

- Where schools are looking to explore a group approach to provision and wish to submit a request for funding for a group of children.
 - For single pupils in exceptional circumstances where, for example, they have just moved into a school and present with needs requiring high levels of support.
 - To support transition from Nursery to Reception and from Primary to Secondary.
- Parents and / or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite school taking a graduated approach with relevant actions and SEND support over time. At this point school would demonstrate that we have made effective use of all the resources available to us.

Managing the SEND Register: Tracking Progress

- We track progress of all pupils and record the level they are working at, at the end of each term. Each term, parents are informed of their child's progress. In the Autumn and Spring terms this is through meetings with the class teacher and in the Summer term through the annual school report. Any child not making progress is highlighted and immediate catch up interventions are put into place.
- Children with SEND are tracked in the same way. Children with SEND have additional assessments linked to intervention work. Bsquared is used to track the progress of children with SEN in reading, writing and mathematics. The AET Progression Framework is used to inform / track the progress of the personal, social and emotional development of pupils with an ASD diagnosis. Individual support plans are reviewed twice yearly and interventions are evaluated.
- The SENDCo provides the governors with regular summaries of the impact of the policy on the practice of the school.

Partnership with Parents

Sefton's Local Offer website is:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

It provides families and professionals with accessible information about the local services and support available to children and young people age 0-25yrs who have special educational needs and / or a disability. There is a link to this site on our school website.

On our school website, parents can also access our [SEND Information Report](#). This outlines how the government's approach to SEND provision in the Code of Practice 0-25 2014 is implemented in our school. It forms our school's local SEND offer of all services available to support disabled children and children with SEND and their families.

As detailed above, parents are kept informed and are involved at all stages of the graduated approach.

Pupil Participation

Pupils are encouraged to take responsibility for their own learning. Metacognitive approaches are used to help pupils become independent learners and make decisions themselves about which strategies work best for them. Pupils are asked their views on learning by indicating how they feel they are progressing and what helps them to learn.

Supporting Pupils with Medical Conditions

Holy Rosary recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case Holy Rosary will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their educational provision in accordance with the SEND Code of Practice 0-25 2014.

Arrangements in place to support pupils at our school with medical conditions are outlined in [Supporting Children at School with Medical Conditions, including Medicine Policy](#). Any pupil with a medical condition requiring medication or support in school should have an Individual Healthcare Plan (IHP) which details the support that child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate, a record of the child's medical condition and any implications for the child will be kept in the child's individual record.

Social Emotional and Mental Health

Children 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.

Social and emotional development is part of the school curriculum and children are given opportunities to discuss and explore their feelings and the feelings of others. Children learn about what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support. Anti-bullying has a high profile in school and we follow our Anti-bullying Policy and Single Equality Policy to prevent bullying.

Additional pastoral support is available in school for children who have social and emotional needs. School also accesses specialist support from a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Staff receive training on how to promote positive mental health and how to identify and support children with mental health needs. Further information about how we support the

mental health and wellbeing of our pupils can be found in our [Mental Health and Wellbeing Policy](#).

Monitoring and Review

The SENDCO monitors the progress or barriers to learning of children on the SEND register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENDCO is involved in supporting teachers in preparing SEN Support plans for the children in their class. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs hold regular meetings.

The SENDCO regularly requests parental and pupil views in evaluating the quality of SEND provision in school.

The evaluation and monitoring arrangements outlined above promote an active process of continual review and improvement of provision for all pupils at Holy Rosary.

The governing body will review this policy annually or in response to changes in national SEND policy.

Allocation of Resources

The SENDCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health Care Plan (EHC).

The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used, e.g. staffing, resources and equipment.

Training

In order to maintain and develop the quality of teaching and provision and for us to respond to the strengths and needs of our pupils, all staff undertake training and development.

Training needs of staff are identified through school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO and other identified members of staff attend courses in order to increase their expertise and knowledge with regard to SEND. The SENDCO also attends regular cluster group meetings.

Roles and Responsibilities

The roles of staff with SEND responsibilities are outlined below:

Class teacher

The class teacher is responsible and accountable for providing High Quality Teaching including:

- High quality teaching which is adapted or differentiated to each pupil's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating SEN Support plans to prioritise and focus on the next steps required for individual pupils to make progress

SENCO

The SENDCO is responsible for:

- Co-ordinating provision for children with SEN, including exam access arrangements.
- Developing the school's [SEND policy](#).
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring progress and effectiveness of provision.
- Ensuring that parents are involved in supporting and reviewing their child's learning and are consulted at transition times.

Headteacher

The Headteacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor

The SEND Governor is responsible for supporting the school to evaluate and develop the provision made for pupils with SEND across the school.

Governing body

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors have a duty to make provision for pupils with special educational needs and disabilities and they will consult the LEA and other schools when appropriate. The governing body admits pupils with special educational needs and disabilities into school in line with the school's agreed admissions policy. The governing body has regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.

School Nurse

Parents are informed by newsletter and by the school website of how to contact the School Nurse. The School Nurse's role includes:

- Being the first point of contact for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services.
- Supporting pupils with ongoing or specific health needs in the school environment.
- Initiating and supporting activities for promoting good health across the school.

Storing and Managing Information

Class teachers will keep copies of SEN Support plans, information and assessments relevant to their day to day teaching of each pupil. Confidential information, e.g. outside agency reports, medical reports will be stored securely within school. When pupils leave Holy Rosary, SEND documents are transferred to their new school.

Accessibility

Holy Rosary has an [Accessibility Plan](#) which has been drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. The school's Accessibility Plan is aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Accessibility Plan is reviewed by the Governing Body every 3 years.

As a school we are happy to discuss individual access requirements and liaise with the LA regarding adaptations to be made.

Safeguarding

Holy Rosary states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have a [Behaviour Policy](#), [Anti-bullying Policy](#) and [E-Safety Policy](#) in place to mitigate the risk of bullying of vulnerable learners.

All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern. Staff recognise that certain groups of children are more vulnerable to abuse and exploitation. This includes children with special needs. Our [Child Protection and Safeguarding Policy](#) details how we provide a safe and secure environment and promote the welfare of all children in our care.

Complaints

Parents wishing to discuss any aspects of their pupil's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further they should speak to the SENCO or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors or to the Local Authority if they are dissatisfied with school provision. Further information is outlined in school's Complaints Policy.

Date: October 2023

C Spalenice (SENCo)

Review Date: October 2024