



St Oswald's Catholic Primary School

Special Educational Needs and Inclusion Policy

Written by: Mr N K Owens

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Special Educational Needs and Inclusion Policy

The staff and governors of St. Oswald's Catholic Primary School are committed to ensuring that the learning needs of all pupils are met. We believe that every child is a unique individual and that it is the role of the school to ensure that all develop to their maximum potential.

The school recognises the importance of ensuring that all pupils, including those with additional educational needs, make significant progress and that they are healthy, safe and engaged. They will therefore use their best endeavours to make sure that a child with SEN gets the support they need

At St. Oswald's our mission is:

To live, love and learn like Jesus

This policy complies with the statutory requirements of the SEND Code of Practice 2015 and has been written with reference to the following guidance and documents:

- SEND Code of Practice
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Children and Families Act 2014.

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Inclusion

St Oswald's is a fully inclusive school. We are committed to meeting the individual educational needs of all our pupils and to ensuring that they are fully included in all aspects of school life.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all pupils, including those with SEND. Specifically, all teachers are teachers of pupils with special educational needs.

It is the responsibility of all teachers to ensure lessons are fully inclusive and pupils with additional needs have full access to the curriculum.

Teachers identify and respond to children's additional learning needs through their completion of the learning needs profile document which identifies a pupil's strengths and weaknesses and how the learning environment is adapted to ensure optimum conditions for learning.

Intent

- To ensure all staff promote disability equality
- To provide curriculum access for all
- To have high ambitions and set ambitious targets for all
- To track the progress of pupils towards these targets through the graduated approach and in consultation with parents
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully consider all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To have regard for the views, wishes and feelings of the child or young person, and the child's parents
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote positive outcomes in the wider areas of personal and social development,

'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others'. (National Curriculum, 2014).

Implementation

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure that families are fully informed, consulted and supported in providing the best outcomes for pupils
- To ensure all lessons are planned to be inclusive, with areas of potential difficulty addressed to remove barriers to pupil achievement.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work within the SEN Inclusion Policy.

- To provide support and advice for all staff working with special educational needs pupils.

Identification of Special Educational Needs

The SEND Code of Practice 2015 says that pupils are only identified as having special educational needs if they do not make adequate progress despite having programmes of intervention and good quality personalised teaching. The SEND Code of Practice 2015 states that special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory or/and physical needs

At St Oswald's we identify additional needs by considering the whole child.

Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make progress.

We recognise that some factors that are not SEND may impact on progress and attainment. These may include issues relating to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a member of a Travelling community

Behavioural difficulties are not considered to be a special educational need. However, they are often indicative of an underlying problem which could require SEN intervention and support.

A graduated approach to SEND support

- All children have access to quality first teaching. All teachers ensure that lessons are inclusive and accessible by all pupils so that the curriculum is fully available for all.

- All 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.
- Quality first teaching is the first step in responding to pupils who have or may have SEN. Additional intervention and support does not compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils through monitoring and lesson observations carried out by the SLT or subject leaders. Quality of teaching and provision for those learners with SEN is observed and monitored. Where necessary, the SENCO will support teachers to improve their understanding of strategies which will support those vulnerable pupils.
- If a pupil is not making good progress, despite receiving good quality first teaching, the class teacher and the SENCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. From this information, teachers will assess any interventions / additional support that is needed
- Parents and families will be informed and fully included in any decisions made.
- Children are involved in discussions related to the provision made for them.

If a pupil displays a higher level of need, specialist provision from external agencies and other professionals may be called upon to carry out more specialised assessments to help to identify the provision required.

This may include:

Local Authority Inclusion Service
 Educational Psychologist
 Specialist Schools
 Speech and Language Therapy service
 Specialist teachers
 Occupational therapists
 Physiotherapists

- After assessments have taken place and parents, families and children have been involved in discussion, all stakeholders will decide the next steps for the child.
- An IEP is written to target areas for development. This is implemented and reviewed regularly (never less than three times per year.) This is a cyclical process as described in the Code of Practice 2015. (Assess, Plan, Do, Review).

Managing the needs of pupils on the SEN register

We ensure that pupils who are on the SEN register are receiving the appropriate provision. This is assessed and reviewed through the graduated approach (assess, plan, do review)

- Tracking the progress of pupils through the whole school tracking system (graduated approach)
- Regular evaluation of the effectiveness of interventions, in relation to the progress of each pupil.
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the target outcomes.
- Ensuring that the class teacher is fully aware of and is implementing the strategies and interventions outlined.
- Evaluation of progress made in order to create a new plan.
- If appropriate the school will seek support or provision from outside agencies. The class teacher will provide evidence in the form of monitoring forms, children's work, timetable of support, evidence of activities to demonstrate how the child's needs are unable to be met.
- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO will request additional support from specialist services.

When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.

- Any agency referral documentation is completed by the SENDCO. This could include the completion of an early help proforma.
- There will be at least termly evaluation of pupils needs which included families
- Annual reviews of EHC plans will take place as prescribed in the SEND Code of Practice 2015. All stakeholders are involved in the Annual review.

Criteria for exiting the SEND register

- Following discussion with all stakeholders through the review part of the 'assess-plan-do-review' process, if a child is making appropriate progress in line with their ability, they may be considered to no longer require SEN support and will therefore be removed from the register.

Supporting Children and Families

St Oswald's will support pupils and their families by:

- Ensuring that parents and pupils know how to access the LA local offer.

- Providing a link via the school's website directly to the school's statutory requirement to provide an SEN Information Report (School's local offer)
- Ensuring that families are provided with links with other agencies to support both the family and the pupil.
- Ensuring that families are informed how to access information about admission arrangements.
- Ensuring families are informed about access arrangements for tests.
- Planning effective transition between phases and key stages. This includes meetings with Secondary provision, involving pupils and parents in preparing for the move to High School.
- Ensuring parents know how to access the policy for managing medical conditions of pupils.

Supporting Pupils at School with Medical Conditions

- All children with medical conditions are properly supported and have full access to education, including school trips, physical education and any after school activities. Any children who also have a disability in conjunction with a medical condition also have access to all aspects of school life as far as is reasonably practical and the school endeavours to comply with its duties under the Equality Act 2010.
- If a child with a medical condition also has a special educational need (SEN), as part of their EHC plan, we will work with health and social care to implement appropriate support in school.
All teaching staff and teaching assistants hold a Paediatric First Aid qualification.
The school has a policy for managing the medical conditions of pupils, published on the school website.
- The school has a medical policy which is available on the school's website.

Monitoring and Evaluation of SEND Provision

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation as part of the school's monitoring cycle
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil discussions regarding provision
- Pupil progress tracking using assessment data
- Parent and pupil views
- Attendance records

- Regular meetings about pupils' progress
- Regular meetings between the SENCO and Governor responsible for SEN, Mrs Bibby
- Termly Headteacher's report to Governors.
- Specific SEN report to governors concerning SEN pupil progress

Training and Resources

- The school allocates funds for SEN support from within its notional budget and, in addition, deploys top-up SEN funding to support individual high needs pupils where this has been allocated by the Local Authority.
- An EHC plan is used to help inform the level of appropriate provision for individual pupils.
- The Governors ensure that they are kept fully aware of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SEND governor.
- The SENCO keeps fully up to date about SEN issues through attendance at training and cluster meetings. In addition the SENCO develops her skills through discussions with outside specialists.
- The school ensures that support staff are employed to support staff and pupils where necessary.
- Time is allocated for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- Training needs of all staff are identified
- Staff undertake regular training and development in order to maintain and develop the highest quality of teaching.

Roles and Responsibilities

Headteacher/SENDCO

- The Headteacher monitors and evaluates the progress of all pupils, including those with additional needs.
- The Headteacher is the designated person with specific Safeguarding responsibility.
- The Headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.
- The Headteacher is also the designated member of staff responsible for managing Pupil Premium and LAC funding.
- In their roles as SENDCO and Associate SENDCO, Mr Owens and Mrs Taylor are responsible for the implementation of the SEN Code of Practice 2015. Their roles are:
 - To oversee the day-to-day operation of the policy and code of practice.
 - To consult with staff regarding the implementation and co-ordination of provision for children with special educational needs.

- To oversee the records of all children with SEN.
- To liaise with and advise staff regarding provision management and reviews.
- To co-ordinate meetings between staff and parents in respect of special needs provision.
- To liaise with external agencies including LEA's support and educational psychology services, health and social services and voluntary bodies.
- To manage, support and arrange appropriate training for teaching assistants who work with SEN pupils
- To collaborate with curriculum co-ordinators so that learning for all children is given equal priority and available resources and staff are used to maximum effect.
- To ensure that children with additional learning needs develop independent learning skills and do not become over-reliant on adult support and direction.
- To facilitate children with emotional and behavioural needs developing the strategies to self-regulate

SEND Governor

- The nominated governor with responsibility for SEND is Mrs Bibby. Her role is to review the SEND policy annually and update the full governing body.

Teaching assistants

Teaching assistants work closely with the class teacher to ensure that appropriate strategies are implemented for all pupils and their progress is carefully monitored. They also contribute to pupil progress and annual review meetings when appropriate.

SEND and GDPR

In order to comply with GDPR regulations school takes the following steps

Collecting Information

We may collect information about a child with additional needs and store it in school. This information may come from

- Parents or guardians
- Other professionals

The information will be related to

- details of special educational needs and disabilities
- information about physical or mental health

Individual Education plans

Where a child needs an IEP to meet their needs, staff will ensure that the targets included are drawn up in a meeting with parents, and there is agreement as to what measures will be taken in school and at home. Parents will be invited to a termly IEP meeting to review previous targets and set new ones. Copies of the IEP document will be given to parents and signed ones will be kept in school

Using Information

School would use any information given to us for the following reasons

- To help us identify or clarify your child's SEND needs
- To identify any support they may need to fully access all aspects of school life which will help them to achieve their outcomes
- To seek the advice of other professionals
- To make decisions about whether to apply for a statutory needs assessment

Protecting sensitive / confidential information

To protect the confidentiality of a child's needs, and to keep parents / guardians fully informed school will take the following steps:

- Written parental permission will be gained before any involvement with county SEND services. This is a requirement of Lancashire SEND services. This permission proforma outlines all actions that specialist teachers may do to gather evidence and advise. (speak to the child / observe in class / carry out assessments / speak to class teacher).
- Written parental permission will be gained before any child is discussed with the educational psychologist
- Parents will be informed if other professionals such as speech therapist is visiting their child in school. (consent will already have been gained by SALT)
- All information which is sent to another professional will be by secure email

Parents can withdraw their permission for information sharing at any point by informing the school (in writing).

Reviewing the Policy

This Policy will be reviewed and updated annually.

Accessibility

- We are a very welcoming school with friendly staff who have very good understanding of the children in our care and form close relationships with parents.
- In line with the DDA, as amended by the SEN and Disability Act 2001, the school has an Access Plan which is available on the school's website. The school is accessible to disabled pupils and is on one level. There is access for wheelchairs via the main entrance and all the doors are of a sufficient width to facilitate their passage into classrooms. There are also disabled toilet facilities.
- The school actively seeks to identify and remove barriers to learning for all pupils, whatever their difficulty, by promoting access to all aspects of the school curriculum through appropriate strategies and resources.
- All pupils, regardless of their special educational need or disability, are encouraged to participate in the wider curriculum of the school
- The school will provide physical aids to improve pupils' access to the curriculum where appropriate eg pencil grips, coloured overlays, writing slopes etc.
The school has an 'open door' policy to enable parents and carers to contact staff whenever they feel the need to do so.

Dealing with Complaints

The complaints procedure for SEN mirrors the school's other complaints procedures and can be found on the school's website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the Headteacher, Mr Owens. If the concern cannot be resolved then parents may contact the SEN Governor and the Chair of Governors who will meet with the parents. Parents also have the right to contact the LEA and the SENDIASS team based at the Area Education Office (South), East Cliff, Preston.

Bullying

Instances of bullying are extremely rare at St Oswald's. However, the school has a robust anti-bullying policy in place with clear procedures for dealing with any issues when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning. Staff and pupils also receive training in the dangers of social media. The school's anti-bullying policy is published on the school's website.