

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
“have life and have it to the full.”
Jn. 10v10**

POLICY for pupils with SPECIAL EDUCATIONAL NEEDS (SEN)

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Special Educational Needs Coordinator – Miss Major
Tel: 01432 274814 Email: SENDCO@our-ladys.hereford.sch.uk

This policy is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- Teachers Standards 2012

Definition of Special Educational Needs (Taken from SEN Code of Practice 2014)

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

All children may have special needs at some time in their lives

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

Admissions

Admissions to the school follow the LA and Diocesan policies (please see Our Lady's Admission policy).

Within the framework, children with SEN are admitted, as far as possible, after consultation with the appropriate authorities.

School Ethos

The ethos of the school is founded on Gospel values which mean that we live by the teachings of Jesus and the example he set us.

***We ASPIRE that through the love of Jesus everyone should
'have life and live it to the full'***

School Aims

Our aim is to build happy, confident children through:

- Teaching and fostering the Catholic Faith and encouraging all pupils to live this faith in their daily lives.
- Valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.
- Committing to every learner's success, making them feel included, valued and secure, aiming to raise their aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents or carers.
- Helping pupils to appreciate the achievements and aspirations of others.
- Believing it is essential that all children feel included, secure and valued.
- Believing education, at home and at school, is a route to the spiritual, moral, social, physical and mental development, and thus the well-being, of the individual.
- Building respectful teacher-learner relationships that take learners' views and experience fully into account.
- Developing pupils' ability to think systematically and independently, manage information, learn from others and help others learn.

We invite all parents to co-operate with us, under God, in our work for the spiritual, intellectual, moral and physical development of their children.

Aims of Special Educational Needs Policy

- To ensure that every child has equal opportunity and participates in the life of the school as fully as possible.
- To identify and provide for pupils who have special educational needs and additional needs
- To foster high self-esteem and encourage an enjoyment of learning by recognising and praising achievements.
- To ensure that where children have special educational needs or disability, these needs are assessed and addressed as early as possible.
- To ensure all children achieve their potential and experience success in a supportive environment for learning
- To maximise the progress of all children, including those with Special Educational Needs or Disability.
- To ensure that parents and children are fully involved in the decision-making progress and in the provision for their Special Educational Needs or Disability.

Roles and Responsibilities

The Role of the Governors

The governing body must:

- Do its best to secure necessary provision for any pupil with SEN or Disability
- Ensure that, where the 'responsible person' (i.e. the Head or appropriate Governor) has been informed by the LEA that a pupil has SEN, those needs are made known to all who teach the pupil.
- Ensure that all teachers in school are aware of the importance of identifying and making provision for children with SEN or Disability,
- Consult the Local Authority (LA), the funding authority and governing bodies of other schools when it is deemed necessary or desirable in the interests of co-ordinated provision in the area as a whole.
- Report annually to parents on the school's policy for SEN and Disability (within school brochure/school profile)
- Ensure that children with SEN or Disability, as far as possible, join in all activities with children who do not, if this is compatible with the pupil receiving the special educational provision, the education of other pupils and the efficient use of resources.
- Have regard to the 'Code of Practice' when carrying out their duties towards pupils with SEN or Disability.

The governing body should:

- Ensure that the school's SEN policy is rooted in teaching of the Church, to the Mission Statement and to any diocesan Policy related to SEN Funding for SEN
- Ensure that a climate is created in school that is inclusive of SEN or Disability and where the quality of education offered to all is of the highest quality.

The Role of the Head Teacher

- To ensure that the 'Special Education Needs policy' is effectively implemented
- To ensure the efficient allocation of resources, including external funding
- To facilitate effective recruitment of special needs staffing
- Ensure that adequate training is provided to all staff.
- Liaise with external agencies where appropriate
- Provide support and guidance to all staff where appropriate
- Ensure that programmes are put in place for the identification of needs of new entrants.

- Informs the Governing Body of how the funding allocated to support Special Educational Needs has been employed.

The Role of the SENCO

- To oversee the day-to-day operation of the school's SEN policy
- To maintain the SEN register and to update records.
- To co-ordinate provision for children with SEN or Disability
- To liaise with and support teachers and support staff in maintaining a consistent approach to addressing the SEN or Disability of identified pupils
- To monitor the attainment and progress of pupils with SEN or Disability.
- To liaise with parents of pupils with SEN or Disability (where appropriate) ensuring they are kept informed of all procedures undertaken
- To attend relevant courses and contribute to in-service training.
- To liaise with external agencies including the LEA's support and educational psychology services, health, social services and voluntary bodies.

The Role of the class teacher

The teaching of children with SEN is a whole school responsibility, since ***all teachers are teachers of children with special educational needs.***

Teachers are therefore responsible and accountable for the development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The class teacher will:

- Identify each child's needs and skill levels.
- Advise the parents and SENCO of any concerns.
- Provide necessary information to SENCO/External agencies to enhance assessment of pupils.
- Develop regularly updated provision for pupils with SEN or Disability with the support of the SENCO where necessary.
- Monitor and assess progress and maintain appropriate records.

The school recognises the key role of parents/carers in enabling children to achieve their potential and will actively promote a positive and constructive partnership with parents/carers, ensuring that they are fully involved/informed and enabling them to contribute to decision-making and reviews.

Children will also be encouraged and supported to express their views and opinions, and to participate in decision-making/target setting processes where appropriate.

Other Roles and Responsibilities

- Designated Safeguarding Lead – Kathy Weston
- Deputy Designated Safeguarding Manager – Rachel Bryan
- Person with responsibility for Pupil Premium- Kathy Weston
- Designated Teacher for Looked-after Children- Kathy Weston
- Person responsible for meeting Medical Needs – Kathy Weston

Identification, Assessment and Provision

For more information on how Our Lady's seeks to meet the needs of SEN pupils please see the school website:

<http://www.our-ladys.hereford.sch.uk/SEN-information.html>

At Our Lady's we strive to identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child.

Special Educational Needs may occur in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

High quality teaching which is differentiated and personalised should be available for all pupils at Our Lady's School. At the heart of the work of every class is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of the children. The school has high expectations for all and progress is carefully monitored through on-going teacher assessment and the use of standardised tests. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainments in specific subjects fall **significantly** outside the expected range **may** have a Special Educational Need. There may be other factors that may affect progress that may need to be taken in to account and addressed, for example, attendance and punctuality, health and welfare or English as an additional language. A child may also be 'looked after', from a 'service' family or qualify for the Pupil Premium grant.

Where it is judged that there is a problem with a child's progress it is important to put effective support in place. Graduated support can be provided effectively using the model/process below.

Assess

Plan

Do

Review



Children who are not making expected progress will be identified through normal day to day classroom assessment, as well as through regular review in half-termly pupil progress meetings/monitoring. Where this is the case a graduated response will be put in place as outlined below.

Stage 1

High quality first teaching delivered in class, by the class teacher and teaching assistant.
Additional needs initially identified by the class teacher as part of the whole school monitoring.
Appropriate provision made within class differentiation.
The pupil may be added to a Monitoring list if concerns are ongoing.

Stage 2

Following targeted class support class teacher to consult with SENCo if pupil is not making sufficient progress. Initial concerns raised.

Graduated Approach process starts

Initial assessments and observations by the Senco to identify potential barriers to learning
ITP Individual target plan to be completed by class teacher and shared with parents at parents evening. The pupil will be placed on the school SEN register with the category SEN support.

Review of ITP targets to take place termly, meetings can be arranged with Senco and parents
Assess: Plan: Do: Review APDR

Stage 3

If pupil is not achieving expected levels of progress after two cycles of APDR then the class teacher and Senco will consider making arrangements for an outside specialist to gather information. Parent's permission must be obtained.

At Our Lady's Primary School we may use the following agencies when requesting support:

- Educational Psychology
- Child Development Clinic
- Speech and Language Therapy
- CAMHs
- SEMH Inclusion Service
- Emotional Literacy Support
- Counselling
- School Nurses
- Physio/Occupational Therapy

Where a pupil is receiving SEN Support, the class teacher or SENCO will contact the parents at least termly to set goals, discuss the support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at SEN Support Level will be monitored half termly by the school's tracking system and by a Senior Manager in conjunction with parents and the SENCO.

Stage 4

- If after expert support has been sought and advice followed for 2 or more cycles of APDR the pupil fails to make expected progress then consideration may be given to request further support.
- School can make a request for Top Up Funding, with atleast 2 cycles of supporting evidence. Measurable outcomes will to be planned and information shared with parents at all stages.
- At this point a discussion may take place to consider the need for an EHCP. This would enable Herefordshire Council to make special educational provision available that meets the needs of the pupil.
- If a decision is made then the request process for an EHCP can begin.

For information about the Herefordshire Local offer, please see
<https://www.herefordshire.gov.uk/education-and-learning/local-offer>

This may lead to the development of an Education Health and Care Plan. An Education Health and Care Plan will be completed within the regulation time set out in **the Code of Practice**.

Children with an Education Health and Care Plan will have their provision planned for and their progress will be monitored as with Stage 4 above. The individual programmes and specific measures put in place will be recorded in a reviewable document known as the Pupil Passport which will be managed by the Class Teacher with support from the SENCO. The Pupil Passport is a working document that is updated termly with planned outcomes in response to regular assessment.

There is also a requirement for the Education Health and Care Plan to be reviewed annually.

Children who have an Education, Health and Care Plan may have a designated Teaching Assistant. The Class Teacher will meet on a weekly basis with the Teaching Assistant and record the agreed outcomes for the pupil on a document called the Pupil Provision Planner. The Pupil Provision Planner will be reviewed weekly and new planned 'outcomes' recorded.

An Education, Health and Care Plan will as its name suggests have input from a range of services beyond the school setting where appropriate.

Funding for SEN

It may be possible in some cases to access additional targeted funds to help to provide intensive specific programmes. (Please refer to Herefordshire Council High Needs Funding Matrix). The school is responsible for funding of provision for children with SEN up to £6000. If a child is identified as being in need of greater support it is possible to make a submission to LA High Needs Top-up funding panel which meets monthly. Such applications will be made by the school SENCO. Where a child has an Education, Health and Care Plan the LA will allocate an appropriate level of funding in line with the 'High needs Funding Matrix'.

Exiting the SEN register

Regular assessment/monitoring of a child's progress is an integral part of the way in which the school seeks to meet the needs of its pupils with or without SEN. Sometimes intervention will lead to a child's difficulties being mitigated and their achievement may then fall into the expected range for their age group. For example, intensive work may lead to a child with a speech and Language delay making accelerated progress and catching up with their peers. In cases such as these, following a review meeting with parents, and where appropriate the child's name will be removed from the SEN register. The SENCO will write formally to the parent in order that they can acknowledge their agreement that this should happen.

Arrangements for Pupil Transition

Transition from class to class or Key Stage 1 to Key stage 2 will be covered during 'handover' meetings between the two teachers concerned. A separate meeting may be scheduled should more complex needs require discussion.

All records and other information regarding Special Educational Needs are forwarded to the receiving school upon transfer. The SENCO of the receiving school is invited to the Education Health and Care Plan Review Meeting of Year 6 pupils. The Year 6 teacher liaises with Head of Year 7 and at receiving Secondary schools.

The previous school or pre-school usually forwards records of pupils transferring to Our Lady's. If records are not received, then contact will be made with the former setting to request the relevant information is forwarded.

Supporting Pupils with Medical conditions

The school recognises that pupils 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 also be disabled and where this is the case the school should comply with its duties under the Equality Act 2010

Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Where this is the case the SEN Code of Practice (2014) is followed.

Please see the school 'Medical Policy'.

Training and Resources

Pupil's needs are first and foremost met through 'Quality First Teaching' and therefore all training aimed at developing Teacher's skills to contribute to the progress of the pupils in their care will benefit pupils with SEN.

Staff are kept regularly updated with developments in SEN by the SENCO. Issues identified through the school self-evaluation cycle are addressed by SENCO at staff meetings or Teacher Training days. Training to address the specific needs of particular groups of pupils may be commissioned from outside specialist providers where a need is identified.

Monitoring and Evaluation of SEN

As part of the school Self Evaluation Cycle the quality of provision we offer to all pupils is regularly monitored and evaluated. This is enhanced by sampling of parent, pupil and staff views. Pupil progress meetings and reviews of planned interventions enable us to make judgements on the value of the arrangements we put in place. Monitoring and evaluation help promote an active process of continual review and improvement of provision for all pupils.

Managing/Storing Information

All records/information regarding pupils with SEN are maintained and stored in line with the school's Data Protection Policy.

Arrangements for considering complaints

If parents feel that there is a problem with the way in which their child's needs are being met, they should initially raise their concerns with the class teacher, or SENCO.

If this does not provide a satisfactory resolution, they are encouraged to discuss problems with the Head Teacher.

If they are still not satisfied, a meeting with the relevant governor appointed for Special Needs could be arranged. Formal complaints following this should be addressed to the Chair of Governors, Our Lady's R.C. Primary School.

In the event of the complaint still being unresolved parents should write to the Director of Children's Well-being at Herefordshire Council.

If parents feel they need support at any time with any special educational needs meetings they are encouraged to contact the Herefordshire Special Educational Needs and Disability Information, Advice and Support Service (SENIASS).

Policies to be read in conjunction with SEN Policy

- Health Needs for Children who Cannot Attend School Policy
- School Medical Policy
- Safeguarding Policy
- School Accessibility Plan
- Data Protection Policy
- Anti-bullying Policy