



## **SEND POLICY**

### **Local to St. Felix RC Primary School**

**Part of the Our Lady of Walsingham Catholic Multi Academy Trust**

Prepared by	<i><b>Andi Dodds/Ruth Bamlett</b></i>
Approved by the Committee/Governing body	<i>Full Governing Body</i>
Signature of Chair of Governors	<i>Wendy Lashmar</i>
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### **Mission Statement**

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

At St Felix Catholic Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (June 2014, updated May 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

It is important to note that behaviour is no longer included in the SEND Code of Practice.

St Felix Roman Catholic Primary school has a named SENDCo (Mrs Ruth Bamlett) who is an experienced teacher who has achieved the National Award for SEN Co-ordination (NASENCo). There is also a named SEND governor (Mrs Lashmar). Together, they ensure that the St Felix Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

### Legislation

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

This policy should be read in conjunction with our Safeguarding Policy and Behaviour Policy.

### What are Special Educational Needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a *significantly greater difficulty* in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision'. *Code of Practice 2014*

Some children who are below their national expected level range, or age-related expectations, but do not fall under the banner of SEND are monitored by the class teacher and discussed at Pupil Progress Meetings. These discussions help inform the class teacher's planning and special requirements needed as part of the class teacher's quality first teaching.

All teaching staff at St Felix will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. All teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners in the process.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to ensure support for pupils with medical conditions which will include inclusion in all school activities by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### Equal Opportunities and Inclusion

Through all subjects we ensure that St Felix Catholic Primary school meets the needs of all children, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at St Felix we meet the diverse needs of pupils to ensure inclusion for all. We also measure and assess the impact regularly through progress meetings with the SENDCo and individual teachers to ensure all children have equal access to succeeding in a subject.

### The Role of the SENDCo

The Special Educational Needs Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising, when appropriate, with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary and specialist provision schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN register.

The teachers responsible for safeguarding are the Headteacher, Mrs Andi Dodds, the class teachers Mrs Ruth Bamlett and Mrs Tracey Naylor.

### **Identification, Assessment and Provision**

#### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires in addition to or different from that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

## SEND Policy 2024

All teachers at St Felix Primary school are teachers of children with SEND. SEND support is based on a graduated approach at St Felix Catholic School. All staff provide quality first teaching (QFT) to all children. Reasonable adjustments are made to enable children to access the curriculum and some interventions are implemented to help support children with SEN. The pathway is as follows:

Step 1	<p>All Classes MUST HAVE quality first teaching including:</p> <ul style="list-style-type: none"><li>-effective adaptation and resources</li><li>-whole class positive behaviour systems</li></ul> <p>A child is identified as making less progress than peers or slower progress. This will be part of teacher assessment cycle and year group pupil progress meetings. Or Parent/Carer raises concerns to class teacher.</p>
Step 2	<p>Alert RB via email (<a href="mailto:ruth.bamlett@st-felixrc.suffolk.sch.uk">ruth.bamlett@st-felixrc.suffolk.sch.uk</a>) with details of concerns and a list of strategies already in place and tried.</p> <p>There may be a Pupil observation in class or 1:1 with pupil or individual assessments.</p> <p>The SENDCo will provide initial advice to class teacher regarding any further strategies for support and intervention, if required.</p>
Step 3	<p>Initial meeting with parent to gather further background information and share details of observation, assessments and proposed initial support/strategies.</p>
Step 4	<p>SENDCo will work collaboratively with class teacher and parents/carers to monitor progress and decide if child's name needs adding to the SEND register due to requiring more targeted support.</p>

All teachers follow the process of Assess, Plan, Do and Review when children do not make adequate progress following quality first teaching, scaffolded learning and or interventions. Teachers, with the support of the SENDCo, will assess a child; after this assessment the classroom teacher will discuss the findings with the parents or carers of the child. In partnership, the classroom teacher and parents/carers will discuss a plan for the child which is outcomes based. A One Page Profile and Individual Pupil Plan will be completed to enable the SEND child and the parents or carers to have their say. The classroom teacher will put into place a targeted and personalised Individual Pupil Plan which will lay down the outcomes which are expected of the child following class-based adaptations, high quality interventions, specialist resources and possible outside agency help. The Individual Pupil Plan will be reviewed termly by the teacher and discussed with the parents or carers. All Individual Pupil Plans are stored securely and electronically on our cloud-based system *Provision Map*.

When entering St Felix Catholic School, if a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Children who require Individual Pupil Plans may be added to the SEND register. Children can be exited from the SEND register when their learning is secure and they no longer have a significantly greater difficulty in learning.

Reasons for a child being added to the SEND register may include the fact that they:

- Make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Show signs of difficulty in developing literacy or mathematics skills which result in significantly poor attainment in some curriculum areas.
- Present with persistent emotional or behavioural difficulties (an underlying response) which are not improved by the behaviour management techniques usually employed in the school.
- Have sensory or physical problems, and continue to make little or no progress, despite the provision of specialist equipment.
- Have communication and / or interaction difficulties, and continue to make little or no progress.
- Have a medical or educational need that has been diagnosed by the appropriate agencies and is supported and monitored on a regular basis.

### Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process via the One Page Profile and on-going communication with the class teacher and SENDCo.

The school website contains details of our policy for special educational needs, the special educational needs Information Report, including the arrangements made for children in our school with special educational needs and our Local Offer.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

St Felix Catholic School encourages parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

### The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Adaptations to how the teaching is delivered
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCo, class teacher, TA or outside agency.
- 1:1 interventions with the class teacher, teaching assistant or Emotional Learning Support Assistant (ELSA).

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents or carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents or carers will be invited to meet with the class teacher and SENDCo during the academic year and they can have dual parents' evening reports by the classroom teacher and SENDCo if deemed necessary, to discuss Individual Pupil Plans.

A map of provision in each class can be viewed within *Provision Map*.

### The use of external agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual Pupil Plan targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The delivery of the interventions recorded in the Individual Pupil Plan continues to be the responsibility of the class teacher. Interventions are recorded on intervention recording sheets.

### Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### What is a School Request for Statutory Assessment or Education, Health and Care Plans (EHCP)?

A request will be made by the school to the LA if the child has demonstrated significant cause for concern over a sustained period of time. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Pupil Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum SATS attainment levels in Maths and English.
- Attainment level using internal assessment systems such as PiXL.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents / carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will have their progress and targets reviewed each term in addition to the statutory annual



assessment. When this coincides with transfer to secondary school, the SENDCo from the secondary school will usually be invited to the review.

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff provide scaffolding to ensure access for all pupils and use assessment to inform the next stage of learning.

At St Felix Catholic School, all staff support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We provide sufficient support to enable pupils to learn but also to foster pupil independence. To support this, risk assessments are completed and reviewed at least annually where pupils exhibit behaviour related to their special needs which may otherwise limit access to a full curriculum offer. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to children who have an EHCP and those on Individual Pupil Plans.

### The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Complaints

Any complaints should be in the first instance addressed to the class teacher. If necessary the complaint may be escalated to the SENDCo and then the Headteacher.

Policy to be reviewed in January 2025