



SEND POLICY **Local to St. Felix RC Primary School**

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

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Approved by the Committee/Governing body	<i>Full Governing Body</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, mental and emotional 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 Walker) who has successfully undertaken the National Award for SEN Coordination. There is also a named SEN governor (Mrs Fairbairn). 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, Behaviour Policy and Young Carer 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 SEN 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. The SENDCo has oversight of these children.

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.

Teachers identify and address 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 (Repeated Para 1 this section)

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 SEN coordinator 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 SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEN.
- Liaising, when appropriate, with parents of children with SEN.
- 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 LEA'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 Head of School, Mrs Dodds, the class teachers Mrs Pam Walker 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 help over and above 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 his peers from widening.
- Closes the attainment gap between the child and his 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.

All teachers at St Felix Primary school are teachers of children with SEND. SEN 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:

QFT -> Initial Concerns Form -> Assessment -> Intervention -> Support Plan if necessary

All teachers follow the process of Assess, Plan, Do and Review when children do not make adequate progress following quality first teaching, differentiated resources 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 Pupil Plan with a One Page Profile section will be completed to enable the SEN child and the parents / carers to have their say. The classroom teacher will put into place a targeted and personalised Pupil Plan which will lay down the outcomes which are expected of the child following high quality interventions, specialist resources and possible outside agency help. The Pupil Plan will be reviewed termly by the teacher and discussed with the parents or carers. All Pupil Plans are kept in Jelly Bean files in the classroom with copies given to the SENDCo which are stored securely on the staff server.

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 have Pupil Plans will 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 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 parent section on the Pupil Plan 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 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.
- 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
- Lego Club
- 1:1 interventions with the Pastoral Leader
- Talking and Drawing Therapy

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 / 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 /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 Pupil Plans.

It is the responsibility of the class teacher to complete a provision map for the children with SEN in their class. Template provision maps are provided by the SENDCo and the class teacher maps out the provision for their SEN children; all provision maps are stored in the SEN filing system.

The use of outside 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 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 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

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern over a sustained period of time. The LEA 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 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 the Key Stage Interim Targets banding.
- 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 a statement of special educational needs / EHCP will be 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 differentiate work appropriately, 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. 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 statements of special educational needs and Education Health and Care plans.

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

The Head of School and the SENDCo meet annually to agree on how to use funds directly related to children who are still on a statement / or now have an EHCP and those on 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 Head of School 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 Head of School.

Mental Health

Definition

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

What might this look like at St Felix?

At St Felix, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. As a school we aim to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

What are the signs?

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns.

Some possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental including self-harm
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

How can we support our students at St Felix?

Teach children through our PSHE curriculum about mental health and mental well-being (this is differentiated across the year groups).

Provide emotional resilience groups and interventions.

Use of sensory boxes and calm boxes in the nurture room.

Drawing and Talking therapy with a qualified practitioner.

Mental Health Flow Chart

