



Our Lady's Catholic Primary School

SEND POLICY

Head teacher Sarah Cahill

Chair of Governors Eileen Maroney-Barnett

Date of Agreement February 2023

Date for Review February 2025

<p>Gospel Values</p>	<p><i>Curious</i> about everything; and <i>active</i> in their engagement with the world, changing what they can for the better.</p> <p><i>Compassionate</i> towards others, near and far, especially the less fortunate; and <i>loving</i> by their just actions and forgiving words.</p> <p>Developing our talents and gifts to share with one another ensuring the inclusion of all.</p>
<p>UNICEF Articles</p>	<p>Article 12: You have the right to say what you think should happen and be listened to.</p>
<p>EE Skills</p>	

Special Educational Needs & Disability Policy

Updated by S.Cahill

Jan 2023

Introduction

Our Lady's Catholic Primary School is a caring, inclusive school. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum.

We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are cared for and supported.

Children's well-being is at the centre of our life in school and the key to raising academic standards. This is supported by high expectations and by developing personal awareness, emotional literacy and social understanding.

Above all, we aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who are able to think creatively and with independence and so see the future as full of possibilities.

At Our Lady's Catholic Primary School we believe all children, including those identified with Special Educational Needs and Disability, have a common entitlement and this policy describes the way that we meet the needs of children who experience barriers to the learning.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility plan
- Teachers' Standards (2012)

1. SEND Policy

Our Lady's Catholic Primary School places great importance on striving to meet the needs of ALL children in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. Appropriate strategies are employed to meet their needs within a differentiated programme of work in the classroom.

The vision for SEND, and Aims and Objectives are set out below:

2. Vision

At Our Lady's Catholic Primary School our School Mission Statement is:

'Our Lady's School is a welcoming Catholic community where we pray, live and learn together following the example of Jesus Christ.'

This statement is promoted to all children, regardless of their educational needs. We are committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

3. Aims and Objectives

We set out our aims and objectives in an SEND Action Plan throughout the year. These actions are then reviewed to ensure that children with Special Educational Needs & Disability make expected or better progress and receive appropriate high quality provision. We aim to provide every child with access to a broad and balanced education.

4. Responsibilities

The Governing Body is ultimately responsible for using their best endeavours to meet the needs of children with special needs & disability in their school.

The Head Teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

The Special Educational Needs and Disability Coordinator or SENDCo/ Inclusion Leader is the person responsible for coordinating the day-to-day provision for pupils with SEND. In this school this person is Ms. Green.

All Teachers are teachers of SEND and should take full responsibility for all children in their class.

We also call upon professionals from outside agencies to offer additional support and advice, where required.

5. Admission Arrangements

The admission arrangements for the school treat children with SEND exactly the same as all other children and are administered in accordance with the guidance set out in the Admission Arrangement, published by the Authority. In relation to children with a statement of SEND, the school will meet with outside agency professionals and parents to ensure that child's needs can be met within a mainstream setting. A copy of the Admission Arrangements is available from Birmingham City Council.

6. Accessibility

The following measures are in place to support increased access for children with SEND:

- The school entrance via the car park and Key Stage 1 playground are wheelchair accessible
- The school reception area has lower sections and knee recesses for wheelchair users
- A dedicated disabled parking bay at the front of the building adjacent to the school reception entrance.
- A disabled WC.
- Doors on main circulation routes are held open on magnetic catches, linked to the fire detection system.
- External landscapes and games areas are fully accessible to all.
- The dining hall is level and fully accessible to all pupils.

A full access audit has been undertaken and a plan exists to improve access over time, which is available on request.

7. Resourcing SEND In The School

We receive and use resources for meeting SEND in a number of different ways. This resourcing caters for all learners.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon their level of difficulty. We call this our **continuum of need** and match it to a **continuum of support**. We use provision mapping coupled with an intervention table to set out the additional activities undertaken to provide support, monitoring and reviewing the impact carefully and regularly.

The resources which we allocate are;

- comparable with similar schools in Birmingham, allocated fairly and equitably, according to the level of need
- based on our professional assessment of the level of difficulty the pupil is experiencing, in relation to other children of the same age
- monitored carefully and regularly
- moderated through advice, help and support from SEND support services, who routinely work across a number of schools. For example Pupil Support Service (PSS).

We have a range of different external services regularly available to us for SEND support and these include:

- Advisory Teachers for SEND
- Educational Psychologist
- Speech and Language Therapist
- The Communication and Autism Team
- Pupil and School Support
- Court Section for Attendance
- Behaviour Support Workers

At times, we may also call upon school health services, social services and other key

statutory and voluntary agencies who work in specialist areas in Birmingham.

8. Identifying and Meeting SEND

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons, such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs or Disabilities. We identify whether children and young people have SEND in the following ways:

- information that we may receive when a child transfers to the school
- considering information and assessments, which we may receive from other professionals outside of the educational area (e.g. health services)
- identifying where pupils have greater difficulties in learning, in relation to other children of the same age
- constant monitoring of progress of individual children at regular intervals
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to any concerns that children and/or their parents/carers may have
- conducting our own more in depth assessment of learning and behaviour
- seeking further views through consultations with other external educational professionals (e.g. Educational Psychologists, Pupil and School Support Service)

Levels of Response

If a child or young person is making less than expected progress despite high quality teaching targeted at their area(s) of difficulty, additional teaching or intervention programmes will be provided to support the child or young person to improve progress. Frequent review will identify when the child or young person has improved and can be removed from the SEND register.

Where a child or young person is still not making expected progress, more specialist advice will be sought from an appropriate external service.

If **expected progress** has still not been made following a high level of support, we will consider along with the parents and other professionals whether to request an **Education, Health and Care needs assessment** of the individual pupil's SEN. This is a very serious decision and will sometimes mean that very specialist provision, such as a special school, may be required. This process fully accords with the national guidance issued through the "**Special educational needs and disability code of practice: 0 to 25 years (updated May 2015)**".

It is our aim to make children independent of additional support as soon as possible.

9. Monitoring The Success Of The Provision Made

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional activities in place

- we have the same high expectations for pupils with SEND as we do for all pupils
- we regularly monitor and review our provision
- report regularly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the Authority and the OFSTED Inspection process.

10. Involving Parents

We welcome the involvement of all parents, but particularly those with children with SEND. Without their commitment and support to continue the additional work put in place, the programmes carried out will not be as successful. **All parents will be consulted if we decide that we will need to make additional SEND provision for their child.** We will request their attendance and advice at regular reviews and ask them to undertake support activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child's learning and progress.

11. Training for Staff

We regularly undertake training and development work in the area of meeting SEND in schools, and this is included in our school development and training plan.

12. Sharing Experiences and Good Practice

As a school we are part of a Birmingham wide education community. This allows for networking and sharing good practice across schools. It allows professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future.

In addition we:

- support the transition of children between schools through planning and meeting teachers in the receiving school, transferring records and knowledge
- ensure that, if local, children have the opportunity to visit the school and meet key staff before they move.
- Provide staff training to support children with SEND
- Use the expertise of outside professional agencies

13. Parental Complaints

We are always open to receiving either compliments or complaints from parents of children with SEND in the school. In the first instance these should be relayed to the pupil's class teacher, followed then by SENDCo/ Inclusion Leader, either by calling for a discussion/making an appointment, or writing into school.

Telephone discussion - complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that staff will find it difficult to receive phone

calls during the normal teaching day.

Meeting in school with SENDCo - in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENDCo/ Inclusion Leader to discuss this further.

Meeting in school/ discussion with Head Teacher - if you are still not satisfied that your concerns have been resolved then you should either phone the Head Teacher for a conversation or appointment to meet, or put your concerns in writing.

A copy of the school's complaints procedure is available from the Head Teacher.

14. Key Contacts

The key contacts for further advice and information on SEN in the school are:

Mrs Copland – SENCo/behaviour
Headteacher- Miss Cahill

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East Meadway
Tile Cross
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Tel: 0121 464 4459

E-mail: School office - enquiry@ourladys.bham.sch.uk
SENCo/behaviour Leader – n.copland@ourladys.bham.sch.uk