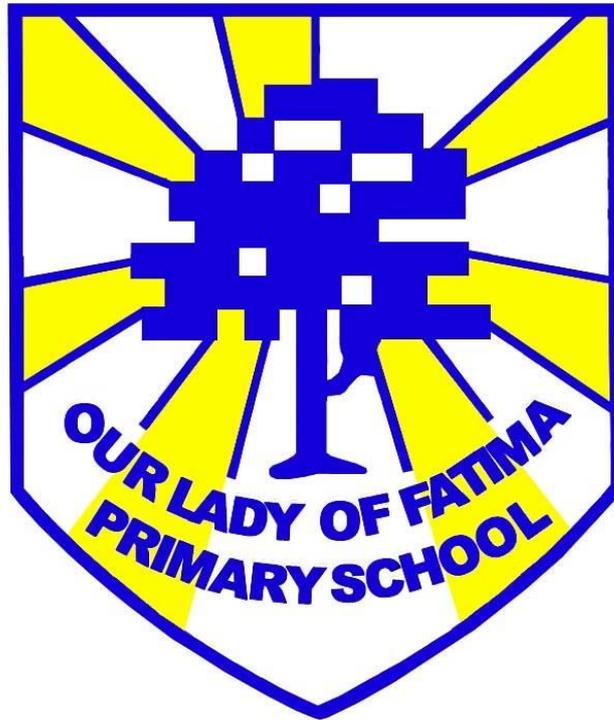


Our Lady of Fatima Catholic Primary School



Special Educational Needs and Disability (SEND) Policy

This policy should be read in conjunction with the school's SEND Information Report (published on the school website).



OUR LADY OF FATIMA CATHOLIC PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Our Mission Statement

"We welcome everyone into our community to live, love and learn together in the light and example of Jesus Christ"

1. Rationale:

Our Lady of Fatima Catholic Primary School is committed to providing an appropriate and high quality education to all the children who enter our school in accordance with the school admissions policy. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our Lady of Fatima Catholic Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our Special Educational Needs policy aims to ensure maximum access for pupils with special educational needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

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.

SEND Code of Practice 2014

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, mental and emotional health;
- sensory and/or physical needs;
- medical conditions;

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified need.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Aims

- ◆ We believe that all children should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.
- ◆ We believe that all teachers are responsible for setting suitable learning challenges to respond to their children's diverse needs and overcome any potential barriers to

learning and assessment for their pupils.

- ◆ All teaching and non teaching staff should be fully aware of the school's procedures for identifying, assessing and making provision for children with SEN
- ◆ We will ensure that all children have access and continuity to the National Curriculum, through to the transfer into Key Stage 3, at their own level through differentiated teaching and learning according to their individual need
- ◆ We recognise and value the achievements of those children who experience difficulty and celebrate their success;
- ◆ We will provide a clear administrative and organisational framework in which the early identification of children who may have special educational needs is structured and effective;
- ◆ We will provide appropriate support to teachers and teaching assistants in order to allow the child with special educational needs to be taught effectively within their peer group in school;
- ◆ We will provide support for, and work in partnership with parents;
- ◆ To involve the children themselves in planning where appropriate and in any decision making that affects them.
- ◆ We will liaise with other agencies as appropriate;
- ◆ We will ensure confidentiality of information as appropriate.

3. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need.

The Principal along with the Academy Committee are responsible for the admission arrangements which accord with those laid down by the Local Authority and Diocesan Education Service. In line with the SEN and Disability Act, the school acknowledges its responsibility to consider the admission of a child with already identified special educational needs, as well as identifying and taking reasonable steps to provide for those not previously identified as having SEN.

4. Identification of Special Needs

A child's individual needs may be identified by a variety of methods:

- regular class assessments through published and/or teacher materials showing a lack of progress compared with peers and/or national expectations
- concerns raised by teaching staff or parents and possibly the pupils themselves
- the use of the Birmingham Access to Education's Language and Literacy Toolkits to assess children who are working below or significantly below the national benchmarks. Teachers and classroom assistants do this together and provide the Inclusion Leader with evidence of a child's academic ability.
- continuity of records from pre-school intervention and/or previous schools
- staff observation of persistent social, emotional or mental health difficulties, which are not improved by the techniques usually employed in the school.
- staff observation of sensory or physical issues and continues to make little or no progress, despite the provision of specialist equipment
- if there are communication and / or interaction difficulties, and the child continues to make little or no progress.

We always consult and involve parents when making these decisions.

5. Organisation and Resources

The identification and meeting the needs of children with SEND is a whole school issue led by the Inclusion Leader. Resources are reviewed on an annual basis and monitored by the Inclusion Leader and up-dated as appropriate according to budget.

Whenever appropriate, we aim to meet special needs within an integrated approach based on the curriculum the whole class is studying. However, depending on the specific intervention and type of need, some individual or small group withdrawal teaching may be offered as appropriate.

The facilities at Our Lady of Fatima are available for all children regardless of their abilities. For example; The 'Before and After School Club' (BASC) caters for many different groups of children and is highly regarded by many families.

6. The Pattern of Intervention within our School

We are complying with the Graduated Approach model of assessment and provision following the strategies outlined in the SEND Code of Practice (2014).

Where a child is identified as having SEN we use the graduated approach of Assess, Plan, Do and Review. Provision for children with SEND is a matter for the whole school. The Academy Committee, the Senior Leadership Team, the Inclusion Leader and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are educators of children with special educational needs.

7. The Nature of Intervention and support

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

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with teachers or teaching assistants. Details of interventions can be found in our SEND Information Report on our website;
- Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the Inclusion Leader, 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 will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and Inclusion Leader.

Outside Agencies 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 targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

8. Monitoring and evaluation

The Inclusion Leader monitors the movement of children within the SEN system in school and is involved in supporting teachers in drawing up Individual Plans or sets of targets for children. The Inclusion Leader and Head teacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Leader will liaise with the named Academy Committee representative with responsibility for special needs and discuss the nature of SEND within the school as well as movement of children on and off the SEND list.

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- classroom and playtime observations Inclusion Leader, Principal (P), Vice Principal (VP)
- work sampling (Inclusion Leader, P, VP)
- scrutiny of planning (Curriculum co-ordinators, Inclusion Leader, P, VP)

- informal feedback from all staff
- pupil interview
- pupil tracking (Inclusion Leader, Assessment co-ordinator, P, VP)
- pupil review meetings and records of review meetings (Inclusion Leader)
- monitoring IPMs (Individual Provision Maps) and Communication Passports; IBPs; Pastoral Support Plans (class teachers, Inclusion Leader)

These are monitored by the individual class teachers, the Inclusion Leader and the SEN Academy Committee Representative.

9. School Request for an Education Health and Care Plan (from September 2014)

The school will make a request to the LA if the child has demonstrated significant cause for concern. 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 plans and targets for the pupil;
- CRISP profiles
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in English and Maths;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a new way of providing support that puts children; young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

10. Roles and Responsibilities

The name of the School's Inclusion Leader: Mrs Ruth Harlow

The Role of the Inclusion Leader:

- regularly reviewing the school's SEN policy to reflect changes in SEN guidelines and legislation
- overseeing the day-to-day operation of the school's SEN policy
- monitoring, evaluating and altering the provision and policy when required
- co-ordinating provision for children with special educational needs, producing and updating the school provision map.
- ensuring that as a school we continue to move forward in our ***Inclusive*** thought, actions and accessibility,
- liaising with and advising fellow teachers including the development of IPMs, IBPs (Individual Behaviour Plans) and Communication Passports.
- monitoring the progress of IPMs
- advising, supporting and monitoring the role of teaching assistants (TAs) related to teaching pupils with special needs
- maintaining appropriate resources for supporting a differentiated and/or a specialized approach to accessing the curriculum
- overseeing the records of children with special educational needs
- liaising with parents/carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with the LA's support and Educational Psychology services, health and social services, and all other external agencies involved with our pupils
- Liaising with the feeder secondary school so that they are aware of the child's needs prior to admission.
- liaising with the Academy Committee Representative with responsibility for Special Educational Needs and Inclusion

The role of the class teacher:

- The class teacher is responsible for reporting borderline pupils or pupils with concerns to the Inclusion Leader to be considered for individual targets.
- The class teacher is to work closely with the Inclusion Leader and parents to plan an appropriate programme of intervention and support.
- The class teacher is to meet with parents regularly to discuss progress and next steps.
- The class teacher is to assess and monitor the children's progress in line with agreed targets;
- The class teacher is responsible to wherever possible, attend or in certain circumstances supply information for the formal review of a child's progress (organised by the Inclusion Leader) and provide evidence of the impact of the support provided.

- The class teacher is to ensure all children have access to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation in order that they engage in Quality First Teaching (Wave 1)
- The class teacher is to ensure planning incorporates provision for SEND pupils in detail.
- The class teacher is responsible for writing targets with the Inclusion Leader, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, ensuring that pupils experience success.
- The class teacher is to ensure the targets and the child's curriculum are reviewed each term and pupil's and parents' views are sought and recorded, the provision updated and discussed, achievement (in whatever form it appears) celebrated, as well as looking at the child as a whole and ensuring they have opportunity to contribute to the wider community, to enjoy school and to stay healthy and safe.
- The class teacher is to ensure the daily implementation of the full intervention timetable for their class (Wave 2 and Wave 3 Provision)

The role of the Principal:

- The Principal is to hold the Inclusion Leader to account ensuring all pupils requiring SEND provision receive it and borderline pupils receive other intervention.
- The Principal is to ensure the Inclusion Leader can demonstrate value for money and the provision mapping is effective and measurably impacting pupil achievement.
- The Principal is to ensure the Inclusion Leader evaluates the full implementation of the SEND policy effectively and sufficient resources are allocated to achieve success.

The Role of the Academy Committee:

The Academy Committee have a responsibility to try and ensure that the necessary provision is made for any child who has SEND.

They must also inform parents about arrangements for SEND at Our Lady of Fatima Catholic Primary school. This is partly achieved through the SEND information Report published on the school website.

The Academy representative who is appointed to have responsibility for SEND is:

Mrs Hooper

11. Links with External Agencies

When necessary the School may need to seek advice on specific areas of need, or with parental consent, assessment of and strategies to help the learning of individual children.

These are:

- The Educational Psychology Service (EPS)
- The Communication and Autism Team (CAT)
- The Pupil and School Support Service (PSS)
- Malachi (Family Support Workers and Counselling service)
- The Speech and Language Therapy Department (SALT)
- The School Nurse Team
- Child and Adolescent Mental Health Service (CAMHS)
- Others as appropriate

With regard to referrals to these services the Inclusion Leader, Principal or Parents complete the referral forms with input from the class teacher. This would normally take place following various discussions about the child, sometimes with another external agency.

Planning meetings with these agencies usually take place at the start of the academic year. Some services have a set package and therefore a set number of hours per term to attend i.e. EPS, PSS, Malachi, whilst some attend the school when required.

These services can and have been booked to provide INSET for the school staff.

12. Involvement of Pupils

We recognize that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). We endeavour to fully involve pupils where possible and appropriate in;

- identifying their own needs and learning about their own learning (self-assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- formal reviews, providing evidence for meetings and attendance at review meetings

13. Partnership with Parents/carers

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice (2014). We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child. Mrs Harlow is available for any meetings parents wish to hold in person as well as being accessible via email on inclusion@olfatima.bham.sch.uk or enquiry@olfatima.bham.sch.uk
- agreeing targets for their child

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way i.e. SEND section of the school website.

14. Equal Opportunities

There is a need to maintain awareness of, and provide equal opportunities for all of our pupils. We need to take into account cultural background and gender, both in the published materials we use with our pupils and in our teaching methods. We strive to ensure that a child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught.

15. Arrangements for Pupils transferring Schools

During Year 6, the Inclusion Leader and the SENDCo from the child's chosen Secondary school liaises to discuss the child, their needs and possible strategies to help them in their transition and learning. The Inclusion Leader creates a 'Transition report' and any records are forwarded on request from the receiving school

16. Arrangements for Considering Complaints about Special Educational Provision within the School

We shall maximise the provision of education, subject to overall capacity to do so, as well as focussing on the school's fundamental caring ethos. However, in the unlikely event of any dissatisfaction with any SEN provision, the procedure for parents to raise their concerns to the attention to the school will be as follows:

- Contact Class teacher (who will inform Inclusion Leader)
- Contact Principal/Inclusion Leader
- Contact Named Academy representative for SEN
- In the case of an unresolved complaint the LA may be involved.

17. Policy Cross-References:

As mentioned at the outset, the SEN policy should permeate through the school and should therefore link to the majority of the school policies. However, below is a list of key additional supporting documents which need to be read and applied in collaboration with the SEN policy:

- Admissions
- Various Safeguarding policies i.e. Attendance, Behaviour, Complaints
- Teaching and Learning and policies relating to specific subjects
- Assessment
- Various BASC policies and procedures
- Charging and Remissions

It is also important as previously mentioned, that this policy should be read in conjunction with the School's **SEND Information Report** which is published on the school website.

18. Review

This policy will be reviewed on an annual basis.

It was approved by the Academy Committee: October 2018

Appendix 1:

Summary of Changes to SEND provision for September 2014

1. In light of the new Children and Families Act (2014), from September 2014, children with special educational needs will be referred to as a graduated approach, on a 'range' of 1,2,3,4,5,6 & 7 and School Action and School Action plus will no longer exist.
2. Funding categories & bands will be apportioned to the previously mentioned ranges.
3. All Statements for educational needs to be gradually transferred over the next 3 years to Educational Health Care Plans (EHC plans). *This has now taken place at OLOF- last to be transferred was in Spring term 2017.*
4. The EHCP's will be completed by a lead professional from the Local Authority.
5. The school's 'SEND Information report' is identified on the school web site. This provides information about the support provided for SEND pupils in ranges 1-3 funded by school.

October 2018