



Saints Peter and Paul is a school where we learn together to be the best that we can be through individuality and our gospel values like Jesus taught us.

## **OUR AIMS:**

We seek to provide an education which enables each person to reach their true potential by:

1. Planning and delivering enriched teaching and learning experiences, closely matched to children's needs by assessing, monitoring and evaluating our provision.
2. Delivering outstanding Religious Education through a well taught and resourced Come and See programme
3. Offering a range of extra-curricular and enrichment activities e.g. choir, guitar, football, multi-sports, netball and drama.
4. Providing continuous professional development for staff both individually and collectively.
5. Working with our governors as they support, challenge and guide our school.

Our culture and ethos are based on gospel values of love, care and respect, where individuality is encouraged and celebrated. To achieve this, we will:

1. Value the gifts, talents, successes and endeavours of everyone within our whole school community.
2. Be positive role models who treat each other equally and fairly to work together for the good of all.
3. Provide opportunities for the spiritual and moral development for our community e.g. *quality Collective Worship, time for reflection and contemplation and Come and See for Yourself, code of conduct, rewards etc.*

## **Partnership**

We aim to work in partnership with our families and Parish Community by:

- Welcoming all visitors warmly and sincerely
- Actively encouraging Home-school relationships in order that each child's education is the best possible

- Developing links with the Parish of Saints Peter and Paul and serving our local and wider community by promoting justice and fairness through raising awareness and supporting charities eg Cafod, Foodbank and Children in Need etc

### **Children's Mission Statement**

In our school:

- We will work together, try our best and live as Jesus taught us by showing love, care and respect.

### **Introduction**

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

At Saints Peter and Paul Catholic Primary School the SENCO is Mrs Laura Kildare; the SEND link Governor is Mrs Linda Mooney.

### **Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **Aims and Objectives of this Policy:**

- To reach high levels of achievement for all.
- To be an inclusive school.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies and schools.
- To achieve a level of staff expertise to meet pupil need.

### **Admission arrangements:**

Please see Admissions policy.

### **Management of SEND within school**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

### **The SENCo is responsible for:**

- Overseeing the day-day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing learning support assistants.

- Overseeing the records on all children with SEN.
- Liaising with parents of children with SEN (in conjunction with class teachers)
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

### **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014: Communication and Interaction; Cognition; Social Emotional and Mental Health Difficulties; Sensory and/or Physical. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being a looked after child
- Being a child of a service woman/man

The SENCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at Nursery and Reception, termly and end of FS data, SATs, reading ages, annual and termly pupil assessments in KS1 and KS2
- the use of our local authority SEND criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They plan to meet to the learning needs, mark work and plan homework effectively.

Where pupils are identified as having Special Educational Needs, the school provides for these needs in a variety of different ways. The provision for pupils is specific to their individual needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with the Class Teacher or Teaching Assistant
- Small group withdrawal with a Teaching Assistant, Class Teacher or the Learning Mentor
- Individual class support or individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials or specialist equipment
- Staff development /training to undertake more effective strategies
- Access to Educational Psychology or other support services to offer training

## **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils
- Prevents the attainment gap widening
- Equals or improves the pupil's previous rate of progress
- Ensures full curriculum access
- Shows an improvement in self-help skills /social or personal skills
- Shows improvement in the pupil's behaviour

## **Record keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own views
- Information from health/social services
- Information from other agencies

## **Targets and Provision Plans**

All pupils on our SEND register will have Personal Provision Plans setting out targets and any interventions made that are additional to and different from usual classroom support.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in an Personal Provision Plan containing information on:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at the review

The Provision Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the pupil's needs. The Provision Plan will be created through discussion with both the pupil and the parent or carer.

Personal Provision Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

## **Code of Practice Graduated Response**

The school adopts the levels of intervention as described in the Special Needs Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

Pupils who are making insufficient progress either academically or in terms of behaviour will be offered support by the class teacher and this will be known as Wave 2 Intervention. At this stage the pupil is not on the SEND register, but will receive additional support where appropriate and this will be in consultation with the pupils and parents or carer.

Once the pupil has been working at Wave 2 for at least a term, and if it shows insufficient impact, the pupil will move to Wave 3. Insufficient impact could be:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills

- Has emotional problems that substantially impede their learning

Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.

- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

At Wave 3 the pupil will be working with additional agencies – this could be in school with the Outreach teacher or the Learning Mentor. In addition, school can seek support from: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Behaviour Support and the Sensory Impairment Service. The school will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENCO after full consultation with parents at the Personal Provision Plan review. External support services may advise on targets for a new Provision Plan and provide specialist input to the support process.

### **Request for a Statutory Assessment**

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment can also be requested by a parent. The school will have the following information available:

- Records from past interventions
- Current and past provision plans
- Records of the outcomes from previous reviews
- Information on the pupil's medical history
- National Curriculum assessment information
- Other relevant assessments from specialists such as: health professionals, specialists and psychologists
- The views of the parent
- The views of the child (where appropriate)
- Any other involvement with professionals

## **Education Health Care Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives on the EHCP
- Of shorter term
- Established through parent/pupil consultation
- Set out in a provision plan
- Implemented in the classroom
- Delivered by the Class Teacher with support where specified.

## **EHCP reviews**

EHCPs must be reviewed annually. The Local Authority will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parents/carers
- The pupil (where appropriate)
- The Class Teacher and/or Teaching Assistant
- Any other professionals considered appropriate

The aims of the review will be to:

- Review the provision made to meet the pupil's need as identified in the EHCP
- Assess the pupil's progress in relation to the objectives on the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## **Partnership with parents/carers**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
  
- giving parents and carers opportunities to play an active and valued role in their child's education
- ensuring all parents and carers have appropriate communication aids and access arrangements making parents and carers feel welcome
- providing all information in an accessible way
- 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
- instilling confidence that the school will listen and act appropriately
- 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
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services

## **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their own views about their education and learning
- identify their own needs
- share in individual target setting across the curriculum
- self-review their own progress and targets

In addition, pupils who are identified as having SEND are invited to:

- review and set targets
- meetings with named adults
- where appropriate, work with the Learning Mentor
- annual reviews

## **Special provision**

The school has the following special facilities:

- Signage in braille and pictorial
- Wheelchair access
- Disabled toilets with hand rails
- All mainstream classrooms have: rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils
- Blinds in classrooms to reduce glare
- Ramps to outside doors to allow for wheelchair access
- Access to specialist aids, equipment or furniture
- Regular access to specialist support
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations

## **Links with other services and schools**

Effective working links are maintained with:

- Knowsley Education Psychology Service
- Behaviour support
- Social services
- Speech and Language
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress; keeping staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

## **Inset**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

### **Resources**

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

(Please see the school's Complaints Procedure available on the school's website.)

### **Review of the SEND policy**

This policy was developed through consultation with staff, parents, carers and pupils.

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.



