

ST JOHN'S CATHOLIC INFANT SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (S.E.N.D) POLICY



“Loving, Learning and Laughter Together with God”

Article 28: Every child has the right to an education.

Article 3: “The best interests of the child must be a top priority in all actions concerning children”

Article 23: “A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community”

“Our children will know more, can remember more and apply more”

This policy has been written by the school SENDCo (Special Educational Needs and Disability Co-ordinator) in consultation with governors, teachers, parents/carers, children and SEND professionals from the Local Authority.

To contact the SENDCo: Miss Catherine Sharkey, St John's Catholic Infant School, telephone the school office 0151 645 5291 or email schooloffice@stjohns-infant.wirral.sch.uk to make an appointment.

INTRODUCTION

We at St John's Catholic Infant School believe that every child is a unique gift from God with his or her own special gifts. We embrace the fact that every child is different and, therefore the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and Disabilities. It is the aim of this school to identify and assess the specific needs of any child and to give him/her the support, love and encouragement to the best of our ability, with an education that meets their needs. As a Catholic school our commitment to Christ's ministry and to the uniqueness of each individual places us in an ideal position to respond with imagination and sensitivity to the specific needs of the children in our care.

The principles of the school's Mission Statement are fully integrated into our Special Educational Needs provision. By this we aim to maintain an inclusive learning environment in which all children feel happy and secure and to provide a quality of special needs provision that will enable them all to reach their full potential.

From time to time, some children require additional support to help meet their needs and/or improve their learning. Through consultation with Parents/Carers and School we will discuss a variety of factors including academic progress, and any further assessments or interventions which need to be carried out by teaching staff and other professionals so that they can fully access the curriculum effectively. As part of our support for all children in school we have regular opportunities to consult with other support services including health agencies to ensure that children have a smooth transition into school and are supported effectively when going through significant changes in their life.

We are fully committed to the principles of equal opportunities and inclusion and this policy should be considered alongside our school policy for Inclusion. This policy has been updated to include changes arising

through the S.E.N.D. Code of Practice 0 – 25 which can be found in Part 3 of the Children and Families' Act 2014.

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

The S.E.N.D. Code of Practice (2014) defines special educational needs as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institution.”*

The S.E.N.D. Code of Practice (2014) defines disability as follows:

“A person has a disability ... if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6) Equalities Act 2010).”

AIMS OF S.E.N.D. PROVISION

- (a) Raise the aspirations of and expectations for all children with special educational needs and disabilities to enable children to achieve focused goals and clear outcomes.
- (b) Identify and assess children with special educational needs as early as possible, distinguishing between the various kinds of needs, in order to provide the appropriate grouping and support required.
- (c) Ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- (d) Maximise the opportunities for children with special educational needs to join in with all the activities of the school in order to fulfil their potential in all aspects of their development.
- (e) Help children to gain confidence and recognise the value in their own contributions to their learning, giving them high self-esteem.
- (f) Make appropriate programmes for special needs children, setting out clear objectives and arrangements for regular monitoring and review of progress involving both parents/carers and children, combined with effective assessment recording and reporting procedures, thus ensuring that St. John's Catholic Infant School meets its statutory obligations.
- (g) Develop close partnerships with parents/carers to ensure that they are informed of their child's special educational needs and to encourage regular and effective communication between parents/carers, school and outside agencies when appropriate.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning and being assessed as having a special educational need. This spectrum can be narrowed into 4 key areas which helps us as a school to plan provision and provide good quality intervention. The S.E.N.D. Code of Practice (2014) identifies 4 main areas of SEND:

- (a) Communication and Interaction
- (b) Cognition and Learning
- (c) Emotional, Social and Mental Health development
- (d) Sensory and/or Physical

As a school we will identify the needs of children by considering the needs of the whole child. This will include not just the main special educational needs of that child. Through identifying a child's needs, a course of action can be planned, implemented and reviewed. Children identified as requiring additional SEND support will be placed on the school's S.E.N.D. Register and monitored closely by the SENDCo and Senior Leadership Team.

The Graduated Approach to S.E.N.D Support

As a school we adhere to the principle that "All teachers are teachers of children with special educational needs." (S.E.N.D. Code of Practice 5.2, 2014). We place good quality classroom teaching at the centre of our provision for all children. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist teachers. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have a special educational need.

Class teachers, year group leaders and senior leaders regularly monitor and evaluate the progress of all children each half term.

If a class teacher, parent/carer or professional raises concerns about a child potentially having additional needs, a graduated approach will be put into place to monitor, evaluate and identify those needs. The graduated approach will consist of:

- (1) **Cause for Concern: Vulnerable Groups/Mental Health, Emotional, Social & Communication (MESC)** – the child will be identified as a cause for concern and closely monitored by the class teacher and SENDCo. Short term intervention programmes may be put in place to support the child and progress will be evaluated.
- (2) **Assessment** – school will carry out relevant assessments to determine a child's strengths and areas of difficulty. Some assessments will be carried out by the class teacher or specialist teachers under the guidance of the SENDCo. Some children may be referred for assessment by SENAAT, the Local Authority Special Educational Needs Advice and Assessment Team and they will come into school to assess individual child's progress and can screen children for dyslexia, dyscalculia etc. Children can also be referred through the School Nurse, Gilbrook Outreach Service, Speech & Language Therapist or other outside agencies for assessment. Any additional assessments will be discussed with parents/carers and used to evaluate a child's individual needs.
- (3) **SEND Register** – if a child is deemed to have additional educational needs, these needs will be discussed with parents/carers, relevant teaching staff and professionals. The child will then be placed on the school S.E.N.D. Register.
- (4) **Provision Mapping** – children on the S.E.N.D. Register and receiving additional educational support will have an ASP (Additional Support Plan) identifying needs, setting targets and detailing intervention programmes set up to help that child achieve their personal goals. Additional Support Plans will focus on achieving specific outcomes and will follow a cycle of "plan, do and review". Meetings are arranged each term by the class teacher to share ASP's with parents/carers and plan for next steps. Provision Maps are produced by each class teacher termly and identify those children needing additional help, support or intervention. Provision Maps are used to track and evaluate the success of intervention and monitor their progress. They are updated by teachers termly and reviewed by the SENDCo. SLT and SENDCo meet each term to discuss children on the School Provision Map and draw up an action plan to be implemented and reviewed at next meeting.
- (5) **Individual Health Care Plans** – the school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs or disabilities will have an IHCP to address the daily management of their needs. Not all children with IHCPs will be on the school S.E.N.D. Register. IHCPs are reviewed by the SENDCo, parents/carers, relevant medical professionals and school staff annually or sooner if required. IHCPs are kept by class teachers, the SENDCo and centrally in a medical file for access by trained first aiders and all staff. A copy is also sent to the School Nurse.
- (6) **Professional Services** – if a child remains a cause for concern after two terms of targeted intervention, a consultation may be arranged with relevant professional services. We involve other professional services sooner than this if necessary. This may include the Educational Psychologist, School Nurse, Paediatrician, Diabetic Nurse, Social and Communication Advisory Team, Gilbrook Outreach, Orrets Meadow Advisory

teachers or Hayfield Outreach teachers. Parents/carers will be included in this process and new intervention strategies will be set up based on professional advice.

- (7) **Education Health Care Plans (EHCP) & Pupil Funding Arrangements (PFA)** – A decision will be made as to whether to put a child forward to be considered for an EHCP/PFA following consultations with parents/carers and relevant professionals. EHCPs/PFAs will focus on desired outcomes for an individual child. EHCPs/PFAs will be reviewed annually in accordance with statutory regulations.
- (8) **Personal Budgets** - EHCPs may provide additional funding to support the child's education. When the local authority is preparing a new EHCP, parents/carers will be given the option of opting to control their child's budget of additional funding.

MANAGING CHILDRENS' NEEDS ON THE S.E.N.D. REGISTER

The S.E.N.D. register will be reviewed in December, April and July by the SENDCo, in consultation with teachers, professionals and parents/carers. Children will be placed on the register following a graduated response to meeting their needs. Children will be removed from the register when they are making age related expected progress in their identified area of need.

The whole school Provision Map, broken down into the 4 main areas of S.E.N.D. need, detailing graduated provision at Wave 1 (quality, differentiated whole class teaching), Wave 2 (short term intervention programmes) and Wave 3 (enhanced intervention) will be regularly reviewed and updated in response to children's additional needs for S.E.N.D. support.

TRANSITION

Children with additional S.E.N.D. needs will have the opportunity for enhanced transition between year groups and schools. The SENDCo, KS1 Leader, Class Teachers all work closely with the SENDCo and teaching and support staff from St John's Catholic Junior school (KS1 to KS2 transition) and the SENDCo's and staff of our feeder Foundation 1 Settings (F1 to F2 transition). Individual transition programmes are developed to support individual children's needs. Annual reviews of children with high levels of need, EHCPs and PFAs are carried out jointly with feeder and receiving schools in advance of transition, to establish and set targets for transition and review levels of provision.

MONITORING AND EVALUATING S.E.N.D. PROVISION

The school regularly monitors and evaluates the quality of provision offered to children through tracking child progress, classroom and small intervention group observations, feedback from children, parents/carers and staff through the use of questionnaires and discussion with the SENDCo, use of national data (IDSR/ASP), OFSTED inspections and feedback, book scrutiny by the SENDCo and subject leaders, monitoring interventions led by TA's and TA interviews with SENDCo, local authority cluster group meetings and also the involvement of the school governing body.

ROLES AND RESPONSIBILITIES FOR S.E.N.D. PROVISION

Provision for children with S.E.N.D. is a matter for the School as a whole. In addition to the Governing Body, the Head teacher and SENDCo; teachers and other members of staff have important responsibilities. All teachers are teachers of children with special educational needs and disabilities.

Governing Body

The Governing Body, through contact with the Head Teacher, determines general policy for S.E.N.D. children, establishing appropriate staffing and funding arrangements and maintaining a general overview of work in school. One Governor, Mrs Emily McArdle, has been appointed to take a particular interest in Special Needs and to monitor the school's work on behalf of SEND children. This Governor is invited to meet the SEND Co-ordinator to discuss issues. A report on special needs is presented to Governors once a term.

Head Teacher

Mrs Mary Bulmer (Head Teacher) has responsibility for the management of SEND and keeps the Governing Body informed. She liaises closely with the SENDCo.

SEND Co-ordinator (SENDCo)

The SEND Co-ordinator at St John's Catholic Infant School is Miss Catherine Sharkey.

The SENDCo's special needs responsibilities include:-

1. Day to day operation of the SEND Policy.
2. Maintaining a register of those children with special needs and overseeing the records of all these children.
3. Advising and supporting colleagues.
4. Liaising with external agencies, including the Special Needs Support service, medical and social services.
5. Liaising with parents/carers of children with SEND.
6. Co-ordinating the provision for children with SEND, ensuring Additional Support Plans and individual education programmes are in place, monitored and reviewed regularly.
7. Attending relevant courses, providing information and training on national and local changes to colleagues at staff meetings and organising SEND INSET when appropriate. Supporting new colleagues, ensuring they understand the school systems in place for SEND children.
8. Evaluating new learning materials and building up new resources.

REVIEWING THIS POLICY

This policy will be reviewed annually.

COMMENTS, COMPLIMENTS AND COMPLAINTS

Parents/carers wishing to discuss any SEND related issues should contact the school office and request a meeting. The Class Teacher / SENDCo will then arrange a meeting, inviting relevant people who can make appropriate contributions.

The School Governing Body can be contacted through the school office.

The Local Authority (Wirral) can be contacted through the Children and Young People's Department, SEN Section, Hamilton Building, Conway Street, Birkenhead, Wirral, CH41 4FD. Tel: 0151 666 4224.

ADDITIONAL INFORMATION

St John's Catholic Infant School SEND Information Report can be viewed on our school website:

<https://stjohns-infants.squarespace.com/send-information/>

Wirral's Local Offer can be accessed through the school website or via the following website:

www.localofferwirral.org

The Wirral Parent Partnership provides helpful advice and support for parents/carers of children with SEND:

<http://www.parentpartnership.org.uk>

The Children and Families Act can be viewed through the official government website:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

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