

SEND Policy and Information Report

July 2020

Sacred Heart Catholic Primary School, Ilkley,

A Voluntary Academy



Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

Approved by:

A handwritten signature in black ink, which appears to read 'D. Beardsley', is written over a white rectangular background.

Date: 22/09/2020

Mr. Darren Beardsley (CEO)

Last reviewed on: September 2020

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1. Aims

At Sacred Heart Catholic Primary School our mission is to offer a distinctive Catholic education for every child, with the Gospel values at the heart of all we do. Our children are part of our loving Christian school community where every individual feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. Through our challenging, stimulating and positive environment we aim to ensure that every child enjoys their education and reaches their full potential

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Claire Gilhooly

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support (Asses-Plan-Do-Review).
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with early years providers and external agencies to ensure children have a smooth transition into the Reception setting.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Academy Council to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor – The SEN governor is Mrs Forbes-Murrison

The SEN governor will:

- Help to raise awareness of SEN issues at Academy Council meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Academy Council on this
- Work with the Executive headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher

The Executive headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Early identification is vital. We will assess each pupil's current skills and levels of attainment on entry through baseline assessments in Reception so we can build upon prior learning. The school's system for regularly observing, assessing and recording the progress of pupils is used to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

For children who are identified as having an additional need the school follows a graduated approach. This involves the class teacher (supported by the SENCo) to:

- ☐ assess the child's needs
- ☐ plan provision to be put in place
- ☐ do - carry out the intended support
- ☐ review the support in place

The purpose of this graduated response is to identify and respond to special needs quickly and effectively, and to tailor the level of support to the needs of the child.

5.3 Consulting and involving pupils and parents

Depending on the age and ability of the child we will aim to have an appropriate early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- Where appropriate the pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the desired outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Following this review any appropriate changes to provision or outcomes will be made and if required further support will be planned for.

5.5 Supporting pupils moving between phases and preparing for adulthood

We endeavour to provide a smooth transition for any pupil with SEND joining or leaving the school. As part of the transition to St. Mary's Menston and Ilkley Grammar School, children with SEND are included in the special transition programmes which provides children with a variety of activities designed making the transition to secondary school as smooth as possible. We will share all relevant information with the secondary school or any other setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We aim to provide every child access to a broad and balanced curriculum for every child. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Differentiation may involve modifying a task, providing more structured apparatus to complete a task, giving additional adult support 1:1 or giving small group intervention to provide further support for learning. Small group or 1:1 intervention could consist of pre-teaching or catch-up sessions.

Class teachers, SENCO and Executive headteacher will work in partnership with parents, pupils and outside agencies to set, monitor and review short-term objectives on individual educational/behavioural/support plans.

The SENCO will oversee the support and progress of any child requiring additional support. The Executive headteacher and SENCO will organise and provide professional guidance and continual professional development for all staff to secure high quality teaching and effective use of resources for pupils with Special Education Needs and Disabilities (SEND).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as precision teaching, toe by toe, social stories, basic Makaton, cued articulation, beat dyslexia among many others.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Team
- Speech and Language Team
- School Nursing Team
- Visually Impairment Team
- Deaf and Hearing Impairment Team
- Social, Communication, Interaction and Learning Team

and others as required, as well as other support services accessed through Bradford's Children's Services. Parents/carers will be made aware of any external service support and relevant permissions will be sought.

5.9 Expertise and training of staff.

Our SENCO has 9 years' experience in this role and has worked as Assistant Head teacher in the school for 6 years.

They are allocated half a day a week to manage SEN provision.

We have a team of 6 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to support class teachers and deliver high quality SEN provision.

5.10 Securing equipment and facilities

The SEND budget is allocated each financial year by the Academy Council. Funding is used to provide additional support or resources dependent on an individual's needs. Funds are allocated in accordance with the needs of the pupils, the current budgetary position and the School Development Plan. Money is delegated by Bradford Local Authority to make provision for school inclusion and EHCPs are maintained by the local authority.

The Academy Council members of the school are aware that some cohorts of children may require additional resources because of extraordinary needs and will take this into consideration when allocating funds on a year by year basis as advised by the Senior Leadership Team.

5.11 Evaluating the effectiveness of SEN provision

The progress and attainment of all children is carefully monitored and reported to parents. If a child is provided with additional and different provision/interventions, we will carefully monitor the impact. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured.

We will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be monitored and evaluated regularly by the Senior Leadership Team.

We evaluate the effectiveness of provision for individual pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and other Senior Leaders
- Using provision maps to evaluate provision in place
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. The suitability of any event and the need for additional support will be discussed with parents in advance.

All pupils are encouraged to go on our residential trip(s) to Robinwood and Nell Bank Education Centre.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school is not a purpose built school for wheelchair access. However, all areas of school are accessible by wheelchair. The school has disabled facilities for toileting. School will endeavor to source ancillary aids and equipment to enable all children to fully access the curriculum.

The school's accessibility plan is available on the website.

5.13 Support for improving emotional and social development

We offer a range of support for Children encountering emotional, social or behavioural difficulties. We are proud of our safe and caring where all children thrive and clear safeguarding procedures and policies are in place. Class teachers and the SENCO are readily available for pupils who wish to discuss any concerns or worries. School offers 1:1 and small group nurture support, when required. This is delivered by pastoral staff.

Mrs. Alison Ashworth has responsibility for 'Children Who Are Looked After'.

School has an Anti-Bullying Policy, within our Positive Behaviour Policy, which is reviewed annually. This can be viewed on our school website: <https://www.sacredheartilkley.org/policies/>

5.14 Working with other agencies

At Sacred Heart we draw upon the expertise of a range of agencies and professionals to support us in providing provision that works for individual children.

Staff receive training from a range of outside providers around a range of specific needs and specific interventions.

We have access to a variety of 'hubs' within the Bradford district and local area. These offer opportunities for networking and continual professional development.

We can make referrals to specialist services which include: Educational Psychology Team, Speech and Language Team, School Nurse, Pupil Development Centre, Visually Impaired Team and Deaf and Hearing Impaired Team, and others as required, as well as other support services accessed through Bradford's Children's Services. Parents/carers will be made aware of any external service support and relevant permissions sought.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Any concerns or questions regarding SEND should be brought to the attention of the schools SENCO – Claire Gilhooly, office@sacredheart.bradford.sch.uk

5.17 The local authority local offer

Our contribution to the local offer is: <https://www.sacredheartilkley.org/special-educational-needs-sen>

Our local authority's local offer is published here: <https://localoffer.bradford.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Council.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour

- Equality information and objectives
- Supporting pupils with medical conditions