

**St. Teresa's Catholic Primary School**



# **SEND Policy**

## **September 2024**

Head Teacher: Mr V Turner

**Requests for copies** - If a paper copy of this policy is requested, the school office will provide this free of charge.

**St Teresa's Catholic Primary School  
Special Educational Needs & Disability Policy**

**The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the Parents/Carers' SEND Information Guide.**

Miss McTernan is the coordinator of SEND and is responsible for the day to day running of the SEND policy.

Contact telephone number: 0191 265 5076

Length of time in post: Miss McTernan is new to this post in September 2021, having previously held the post in St Teresa's for three years (2015-2018). Miss McTernan holds the National Award for Special Educational Needs Coordination Award (NASC) as well as Mr Turner (Head Teacher).

Miss McTernan (SENDSCO) is the nominated person on the Senior Leadership Team, who advocates Inclusion and SEND.

This policy has been discussed and shared with the staff and Governors of the school after consultation with the LA and Senior Leadership team. They acknowledge shared responsibility for making appropriate provision for children with special educational needs and disabilities. The policy is available to parents and families through our website.

### **Rationale**

At St Teresa's Catholic Primary school, we value the abilities and achievements of all our children, as our school mission statement states, and we are committed to providing the best possible environment for learning, for all children.

This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning need or disability. Some children have barriers to learning which means they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and so enable them to participate effectively in curriculum and assessment activities. Such children may need additional support or different support from that given to other children of the same age.

Children may have special educational needs either throughout their school career or at any time during their school career. Our curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

## **Objectives**

- \*To ensure equality of provision for pupils with special educational needs and disability (SEND).
- \*To take into account legislation related to SEND and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disabilities and Disability Regulations 2014, The Special Educational Needs and Disabilities (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with Medical conditions 2014.
- \*To provide full access for all pupils to a broad and balanced curriculum.
- \*To ensure that the needs of pupils with SEND achieve their full potential.
- \*To ensure parents/ carers are fully engaged in decision making.
- \*To take into account the views, wishes and feelings of pupils.
- \*To work closely with specialists, agencies and other professionals to ensure pupils with SEND are supported appropriately and effectively.
- \*To provide advice and support for all staff working with pupils with SEND.
- \*To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

## **Admission Arrangements**

St. Teresa's has a published admissions policy agreed by the governors. The school does not prioritise on the grounds of ability.

The policy can be found at <https://www.stteresasnewcastle.org.uk/policies/>

## **Roles and Responsibilities of SENCO**

In line with the recommendations in the *SEND Code of Practice 2014*, the SENCO (Miss McTernan) is responsible for:

- \* overseeing the day-day operation of the school's policy, together with the Headteacher
- \* co-ordinating provision for children with special educational needs
- \* monitoring and evaluating the special educational needs provision, and reporting to the Headteacher and governing body
- \* liaising with and advising teachers
- \* managing a range of resources, including support staff, to enable appropriate provision to be made for children with special educational needs and disabilities;
- \* overseeing the records on all children with SEND;
- \* liaising with parents/carers of children with SEND;
- \* contributing to the training of staff;
- \* liaising with external agencies including the LA's support and educational psychology services, health and social services, children and young people's services, counselling services, speech and language and voluntary bodies;
- \* identify staff training needs and organising the relevant training;
- \* working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- \* ensuring that the school keeps the records of all pupils with SEN up to date.

## **Roles and Responsibilities of the Class Teacher?**

- \*Set high expectations which inspire, motivate and challenge pupils.
- \*Promote good progress and outcomes for pupils.
- \*Ensure that Quality First Teaching takes place to support all pupils.
- \*Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND.
- \*Work closely with support staff in the planning and monitoring of interventions.
- \*Make accurate and productive use of assessment to inform the four-part cycle- assess, plan, do and review
- \*Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment, acting on specialist advice
- \*Ensure time and staffing (TAs) is planned for and given in weekly timetables to deliver specific support for pupils with SEND
- \*communicate effectively with parents with regards to pupils' achievements and pupils' well-being.
- \*Teaching Assistants support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.
- \* The full governing body is responsible for SEND within the school.
- \* The designated teacher for child protection is Mr Vinny Turner.
- \*The designated member of staff responsible for managing pupil premium is Mr Vinny Turner.

## **Looked after Children**

The designated member of staff for managing looked-after children is Mr Vinny Turner (Head Teacher).

The SENCo and Head Teacher meet termly to ensure the arrangements are in place for supporting pupils that are looked after (LAC) and also have SEND, or former LAC pupils who also have SEND. SEND and Personal Educational Plans (PEP) reviews are coordinated and where possible, meetings are held on the same day.

## **Access to Facilities and Provision**

Please refer to the school's accessibility plans which outline how we:

- \* Increase access to the curriculum for pupils with a disability
- \* Improve and maintain access to the physical environment
- \* Improve the delivery of written information to pupils.

## Allocation of Resources

Mr Turner as the Head Teacher, Miss McTernan as SENCO and Mrs Harwood as Finance Supervisor are responsible for the operational management of the budget for SEND provision. The provision for SEND is funded through the school's budget and covers:

- \* staffing costs, for example: teaching assistants
- \* work with external agencies, for example: Educational Psychologist, Occupational Therapist;
- \* resource requirements for children,
- \* staff training, for example: Supporting Children with Autism, Identifying Speech & Language Difficulties and Sensational Schools.

Funding for children with E.H.C. plans come from the local authority in the form of a funding matrix.

## Access to the Curriculum

At St Teresa's, the broad and balanced curriculum is differentiated to enable all children to access teaching and learning. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents'/Carers' SEND Information Report and SEND Report provide a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Teachers are responsible and accountable for the progress and development of the pupils. For the majority of the week, pupils with SEND are taught with their peers in mainstream classes. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted interventions, planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs, as well as any wider community activities.

## Identification of Special Educational Needs & Disability (SEND)

The school identifies those children who may need extra support related to their learning and necessary provision is put in place. This extra support will enable the child to catch up. If the child makes good progress using this additional and different intervention (but would not be able to maintain the good progress without it), we will continue to identify the child as having a special educational need. If the child is able to maintain the progress without the additions and different resources, they will no longer be described as having special educational needs and will be removed from the SEND register.

There are four broad areas of need:

- \* Communication and Interaction
- \* Cognition and Learning
- \* Social, Emotional and Mental Health difficulties
- \* Sensory and/or physical needs

The following are **not** areas of need relating to SEND but may impact on progress and attainment:

- \* Disability
- \* Attendance and punctuality
- \* Health and welfare
- \* English as an additional language (EAL)
- \* Receipt of Pupil Premium
- \* Being a looked-after child
- \* Being a child of service personnel

### **SEN Support, Planning and Review arrangements**

The school adopts the levels of intervention as described in the *SEN C.O.P 2014*. The Code of Practice advocates a graduated response to meeting children's needs. When children are identified as having SEN, the school will intervene through SEN Support as described below.

#### *SEN Support – four-part cycle*

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENCO.

#### *Assess*

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### *Plan*

Parents will be formally notified by the SENCO or class teacher. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on CPOMS.

#### *Do*

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

#### *Review*

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with the parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services- Educational Psychology Service, School Health, School Improvement Service (SIS), SEN Support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

Further information on provision for pupils with SEND can be found in the Parents/Carers' SEND Information Report.

## **Individual Education Plans (IEPs)**

When a child is placed on the SEN register, an Individual Educational Plan (IEP) is drawn up which records *targets, provision, review dates, success criteria and outcomes*.

The writing and implementation of the IEP is the class teacher's responsibility. The IEP is shared and reviewed with the SENCO, class teacher, support staff and parents three times a year.

The child should be consulted and involved at an appropriate level in developing and discussing the IEP. All children must be aware of their targets and what they need to do to make progress.

Strategies employed to enable the child to progress are recorded within an IEP. This includes information about:

- \* curriculum and non-curriculum targets, such as behaviour, listening, social;
- \* targets set by other professionals, such as speech & language;
- \* possible parental involvement;
- \* provision to be put in place, including any changes in provision;
- \* termly review outcomes;

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

To achieve this, LA use the information from the assessment to:

- \* Establish and record the views, interest and aspirations of the parents and child
- \* Provide a full description of the child's special educational needs and any health and social care needs
- \* Establish outcomes across education, health and social care, based on the child's needs
- \* Specify the provision required and how education, health and social care will work together, to meet the child's needs and support the achievement of the agreed outcomes.

An EHC assessment will not always lead to an EHCP. The information gathered during an EHC needs assessment, may indicate ways in which the school can meet the child's needs without an EHC plan.

Formal reviewing of the EHC plan takes place annually. If a child's SEN changes, the local authority will hold a review as soon as possible, to ensure that provision specified in the EHC plan is still appropriate.



## **Parents/Carers' SEND Information Report**

This report, and the Annual SEND Report, can be found on the school website. These outline the provision available for pupils with SEND as well as provision within the four broad areas of need- communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

### **Transition Arrangements**

Transition is carefully planned in order to ensure transition both within school and from St. Teresa's to high school. Parents/carers will be fully involved in the planning for transfer to the new class/school. Key information about SEND provision will be shared with the next teacher/school through the review process.

### **Partnership with Parents**

At St. Teresa's we value our partnership with parents. Parents are encouraged to share any concerns about their child with staff and likewise any concerns expressed about a child in school the child's parents are informed.

Parents are kept regularly informed of their child's progress. Parents also have a responsibility to communicate effectively with professionals to support their child's education. In working with schools they should:

- \* communicate regularly with the school and alert us to any concerns they have about their child's learning or provision;
- \* fulfil their obligations under home-school agreements which set out expectations of both sides.

Meetings are arranged each term to discuss the progress of special needs children with their parents/carers (which include parent/teacher consultation evenings).

### **Pupil Participation**

The views of the child should be sought where practical, taking into account age, maturity and capability of the child. When the initial concern form is completed the views of both the child and the parents are sought. Targets and plans are discussed with the child and where appropriate they have input into target setting.

### **Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- \* Regular observation of teaching by the senior management team.
- \* Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- \* Assessment records that illustrate progress over time – e.g. reading ages, Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- \* Success rates in respect of individual targets.
- \* Monitoring by the governor with responsibility for SEND
- \* The views of parents/carers and pupils.

- \* Regular meetings between SENDCO, SENTAs and Head teacher/SENDCO
- \* Provision Mapping – used as a basis for monitoring the impact of interventions.
- \* LA audit to externally validate provision and outcomes for pupils with SEND

### **Staff Development**

Training for SENDCO and for the staff as a whole will be an integral part of the School Improvement Plan. The SENDCO and other identified members of staff attend courses provided by the LA in order to increase their expertise and knowledge with regard to SEND. The information is disseminated to all staff through INSET. Where appropriate, outside services are brought in to deliver INSET on particular aspects of SEND. St. Teresa's is part of the Newcastle Catholic SENCo Trust.

More information on staff development can be found in the SEND Information Report.

### **Medical Conditions**

St. Teresa's follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

### **Complaints Procedure**

The school will initially attempt to resolve a complaint about SEND provision at school level within one week of the complaint having first been made. The procedure is as follows:

Firstly, the class teacher attempts to resolve matters, then if required the SENCo and/or Head Teacher becomes involved. SENDIASS (SEND information, support and advice service) may also become involved at this stage.

If the complaint is unresolved, then the person making the complaint is advised of their rights, under Section 23 of the Education Reform Act, to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved.

FURTHER DETAILS ON PROVISION FOR PUPILS WITH SEND CAN BE FOUND IN THE SEND INFORMATION DOCUMENT

This policy will be reviewed and amended on a regular basis.

This policy has the full ownership of staff and governors of  
St Teresa's Catholic Primary School