

Pray, Learn, Achieve and Celebrate Together



Special Educational Needs and Disability Policy

'Treat others just as you want to be treated.'

Luke 6:31

Written: Oct 2022

Reviewed: Sept 2024

Review Date: Sept 2025

POLICY FOR INCLUSION & SPECIAL EDUCATIONAL NEEDS AND DISABILITY.

General Aims and Objectives of the School:

It is the policy of St Gabriel's Catholic Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities. (SEND).

We believe that every child is a unique gift from God with his/her individual needs and gifts.

Our aim is to provide a stimulating environment where positive learning takes place, where children can develop their full potential and where they can grow in respect for self and others.

This policy takes into account the following legislation:

- SEND code of Practice 0-25 September 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Advice to schools DFE February 2013
- Statutory Guidance on supporting pupils with medical conditions 2014
- The National Curriculum in England July 2014
- Safeguarding Policy
- Accessibility Policy
- Teacher Standards 2012

Date established by Governing body:

Signatures Chair of Governors:

SEND Governor: Mr D Roach

Head Teacher: Mrs C Williams

SENCO: Mrs Z Hughes and Miss H Corkin

About Our School.

St Gabriel's Catholic Primary School, aims to serve the community of Higher Folds.

We are a Voluntary Aided, 1.5 form entry school with approximately 300 pupils on role. We have a Preschool on site which accepts children from their 3rd birthday.

We pride ourselves on being a warm, caring and friendly school. Pupils benefit from the excellent care, guidance and support which is provided to ensure the positive wellbeing of all our children.

Our pupils are encouraged and supported to demonstrate the Core Values of our school: Respect, Love, Forgiveness, Honesty, Courage, Effort and Responsibility. It is through these Gospel Values that we educate pupils on their role within our school community and beyond. We celebrate the diversity within our school community and promote tolerance and respect for one another.

We are very fortunate to have a refurbished and extended school building that has a stimulating environment for learning. We are committed to providing high standards of teaching and learning to enable pupils to achieve their academic potential and set the highest aspirations for their future. We also offer a wide range of extra-curricular clubs, visits and visitors to enrich the learning experiences in our school. We have the benefit of an experienced Sports Coach working in school to provide quality learning

Section 1

The SENCO in school is Mrs Hughes and Mrs Corkin is SENCO for EYFS. Mrs Hughes teaches in Y1 and Miss Corkin in Preschool. They are always available at the end of the school day. If there are any concerns and you cannot reach Mrs Hughes or Miss Corkin, you can alternatively speak to Mrs Ashurst (Pastoral manager) on the playground.

Mrs Hughes is a qualified teacher and part of the school's senior leadership team (SLT). In 2013/14 she completed a National Award for SEN co-ordination at Edge Hill University. Miss Corkin is also newly qualified and is responsible for SEN in the Early Years.

INCLUSION IS THE RESPONSIBILITY OF ALL STAFF.

All class teachers are responsible for the initial identification and assessment of SEND pupils; they also have responsibility for the provision within the classroom.

Section 2

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Ensuring high quality first teaching is consistently delivered to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Staff work with the guidance provided in the SEND code of practice, 2014, to operate a "Whole pupil, whole school" approach to the management of support for special educational needs and support and advice is available for all staff working with special educational need pupils.

Section 3

At St Gabriel's we work hard to identify those children who need additional support for either their cognition and learning, communication and interaction, sensory or physical needs and social, mental and emotional health. This process of identification starts when your child enters our Nursery setting and continues for the length of time they are with us.

We do this by :

- Liaison with Nursery settings or previous schools.
- Carefully tracking individual children throughout the year, which allows us to identify quickly children who are not progressing as we would expect.
- Identifying on a termly basis children who are performing below age related expectations.
- Concerns raised by parents.
- Daily assessment and teacher observations and concerns raised by them.
- Use of the B Squared document to break learning down into smaller more manageable steps.
- Liaison with outside agencies such as the school Nurse, Health visitors, Doctors or Speech therapists.
- Gather information about the child at home through detailed discussions with parents.
- Use of Early Help documents.
- Dialogue between Teacher, Parents and SENCO.
- SENCO observation of the child in class.
- Work with pastoral managers.

When teachers or teaching assistants have concerns they:

- If in nursery they will be discussed at an IDP meeting – Parent consent is needed for this and will be discussed with you and the class teacher.
- Concerns may be raised at Pupil Review meetings, where progress is monitored. This may then prompt additional interventions to be started.
- The Class Teacher will begin to speak to parents and start to gather more detailed information.
- Seek advice from the Schools SENCO or Pastoral managers regarding interventions to be implemented.
- Action plans to be drawn up in conjunction with parents, teacher, child and SENCO.
- Seek advice from subject specific coordinators.
- Request for specific referrals to be made to outside agencies i.e Speech and Language, Out Reach, TESS learning, Tess BST, CAMHS, Gateway services.

At St Gabriel's we aim to identify the needs of the pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Every child is unique and will require personalised support.

Section 4 – A graduated approach to SEND support.

At St Gabriel's Catholic Primary School high quality teaching that is differentiated for individual pupils, is our first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Each stage of support builds on the good practice of the previous stage. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate.

- Quality first teaching for all children.

- Some support - Interventions
- Lots of support – Outside agencies e.g Speech, Tess, Outreach
- Exceptional support – Consider EHC plan.

The assess, plan, do and review approach is used at each of the above levels.



Multi-agency support.

At St Gabriel's we access a number of Multi- agencies to support our children's Learning, Development and Emotional wellbeing.

We:

- Use counselling services from Being U or Targeted Education Support Services.(TESS)
- Work with TESS Link Teacher to advise and support schools SENCO and sign post school to agencies who may be able to support.
- TESS Link Teachers assess children's academic needs, social and emotional needs and establish support plans for school to put in place.
- Commission Educational Psychology services to implement 1-1 work using narrative therapy, social stories and other cognitive approaches.
- Request TESS Behaviour support to work with children who are experiencing emotional or behavioural difficulties.
- Use Outreach teams from Hope, New Greenhall and Willow Grove Special schools. This work supports and trains Class teacher and Support Staff.
- Have a Speech and Language therapist on the school team, 1 day a week. Referrals are made and individual specific programmes provided for children.
- Use Specialist teachers from Sensory teams to support and advise on school environment and help establish Support Plans.
- Specialist teachers and teaching assistants from the TESS team to work 1-1 with targeted children.

- EMAS team to support families with English as an additional language.
- Staff trained to support children with hearing difficulties.
- Staff trained in different ways to communicate, sign language etc
- Staff trained in ELKLAN,
- Social services
- Occupational Health
- School Nurse and Complex Needs team
- Sensorial – To support children with relaxation techniques.
- Referrals to the Engagement centre to support behaviour in school if needed.
- A Team – Sensory provision
- WN7 Outreach – Alternative provision for children with SEMH. They work towards an award.

Section 5

Managing SEN Support

Once children have been identified as needing additional support the graduated approach is followed as above.

During lessons children are carefully planned for and objectives are set to match their need. These are carefully planned by the class teacher and progress is monitored using these.

If a low or high level intervention is needed these are again set up by the class teacher based on the need. The SENCO and Curriculum leads are also available to give advice and support on specific interventions. The interventions are then monitored by the SENCO and collected every 6-8 weeks to check the impact of the intervention. If no impact has been made it may be that the intervention isn't right and we will change this and try something else.

This may be adapted work or a low level intervention. Pupil profiles are also completed and discussed with the children and parents at specific points throughout the school year.

If additional support is needed from other agencies this will be done after discussions with the SENCO, pupil, parent/carers. The agencies we may refer to are listed above in section 4. (Multi-agencies) These agencies need parental permission so consent forms may need signing before any assessments can be carried out.

Children/young people who have complex and long-term needs may need to look at the next stage which is an EHC (Education, health and Care) plan. The referral for an Education Health and Care Assessment needs to show evidence of advice sought, acted on and evaluation that demonstrates the need for further intervention and provision.

Section 6

Supporting pupils and families.

Admission arrangements can be found on the school website (<http://www.saintgabrielsprimary.co.uk>) or a hard copy may be requested from the school office.

At Saint Gabriel's we are well supported by external agencies all named previously. We also pride ourselves with our excellent links with the local high schools. Transition meetings are held to share information regarding pupils' individual needs. Pastoral managers also arrange extra transitions for vulnerable pupils.

Staff are trained in dealing with medical conditions and first aid. School has a medical register

which is displayed for staff. Discussions between parents and teaching staff are especially important if there are changes to medical history.

Section 7

Supporting pupils at school with medical conditions.

At Saint Gabriel's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

If a child has an EHC plan this may bring together health and social care needs, as well as their special educational provision and the SEND code of practice (2014) is followed.

If your child has specific medical needs or medication needs to be delivered throughout the school day then we:

- Adhere to the school's policy regarding the administration and managing of medicines on school site.
- School works with medical teams to develop Care Plans specific to the needs of your child this includes Asthma, allergies, ADHD medication etc.
- Parents need to contact class teachers and pastoral managers if medication is recommended by Health Care professionals.
- A staff member, normally your child's class TA, will generally oversee the administration of any medicines and complete any relevant monitoring documents.
- As staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- Staff are trained to administer Epi pens for allergies
- Staff are trained to deal with diabetes and tracheostomies

Section 8

Children with disabilities

Disabled pupils have a right not to be discriminated against at school.

This covers everything that the school provides for pupils, beyond just the formal education available. It includes access to all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and educational visits, as well as access to school facilities such as libraries, dinner hall.

The school must not discriminate against, or victimise, a pupil: –

- in the way the school provides education for the pupil, and in the way the school affords the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by subjecting the pupil to any other detriment.

Reasonable adjustments

The school is expected to make 'reasonable adjustments' to enable disabled pupils as far as is reasonably practicable to overcome any disadvantage felt by a disabled pupil.

The 'reasonable adjustments' duty was first introduced under the Disability Discrimination Act 1995. The 'reasonable adjustments' duty under the Equality Act 2010 operates slightly

differently and has been extended to cover the provision by a school of auxiliary aids and services. The object of the duty is to avoid as far as possible by reasonable means, the disadvantage which a disabled person experiences because of his/her disability.

This duty towards pupils sits alongside the school's duties towards special educational needs and those of local authorities under Part 4 of the Education Act 1996. In some cases, the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage, and so there is no need for additional reasonable adjustments to be made for them. In other cases, disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be considered when a school considers what it would be reasonable for the school to have to do.

Definition of Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- 'Normal day-to-day' means things that people do on a regular or daily basis, such as reading, writing, using the telephone, having a conversation and travelling by public transport.
- 'Long-term' usually means the impairment should have lasted or be expected to last at least a year.
- 'Substantial' means not minor or trivial.

The key issue is not the impairment but its effect. Impairments such as migraines, dyslexia, asthma and back pain can count as a disability if the adverse effect on the individual is substantial and long-term. Some conditions automatically count as disabilities for the purposes of The Equality Act 2010, from the point of first diagnosis – these are cancer, HIV and multiple sclerosis (MS). Similarly, some types of special educational need might be substantial enough to be considered types of disability, in order to prevent the provision, criterion or practice, or feature, having that effect.”

Section 9

Monitoring and Evaluation of SEN.

After class teacher have carried out assessments they record children's levels on a monitoring form. Through these tracking procedures children's progress is carefully monitored. Meeting are then held with the Deputy teacher and vulnerable children are discussed. Pupil review meetings are also held with the children to talk through and set future targets. Parents and carers are also invited to parent's evenings so that their views regarding provision can be considered. At the end of the school year reports are sent out to parents. These give an overview of your child's abilities and are colour coded to clearly show parents progress. The reports should not highlight anything that parents are unaware of.

Section 9

Training and Resources

At St Gabriel's we are committed to continuing CPD for our staff and we have staff trained in:

- Numeracy recovery
- Numicon
- Talking Partners
- Sounds Write
- Read Write Inc and Read Write Inc 1-1 intervention
- R Time
- Nurture provision
- Staff support on ASD from Outreach
- Staff trained to deliver specific speech and language programmes.
- COOL project for children with fine and gross motor issues
- Training for whole staff on SEND Code of practice
- Stay Cool project for anger management.
- A number of teachers, TAs and Pastoral managers are TEAM TEACH trained.
- All TAs have relevant training to develop phonics, spelling programmes.
- Maths Recovery.
- Fresh Start
- Lego therapy
- Fisher Family Trust
- Talking Mats
- Zone of regulation
- Safe Teach

School will also access training opportunities when specific needs are identified; we seek advice from experts in the field and gain support and training for staff especially from the Educational Psychologists.

We also take advice from other agencies and look into buying resources that will assist children's learning or wellbeing at school.

Section 10

Roles and Responsibilities.

Governor

- SENCO reports to Governors every term to inform them about the progress of the SEND children in school; this report does not contain individual children and confidentiality is maintained.
- One of the Governors has responsibility for SEND and meets the SENCO on a termly basis
- Governors agree priorities for spending within SEND budget with the overall aim that all children receive the support they need in order to make progress

Headteacher

The Head Teacher will oversee the provision for SEND pupils and monitor the impact of interventions and support. Areas of development will also be identified and actions put in place to strengthen these. The Head Teacher also has responsibility for the budget allocation.

SENCO

- The school SENCO will work with the Class teachers to advise and sign post resources and intervention programmes to use.
- SENCO will monitor the interventions in place and the impact through the school tracking systems.
- SENCO to review progress with parents, Class teacher and pupils on a half termly basis
- SENCO to complete any referral forms in conjunction with parents.
- After the Class Teacher, SENCO is the next contact point

Class Teachers

- Differentiate learning for the needs of all pupils including SEND. Ensure that these are catered for by adequate provision or support with suitable challenge.
- To identify areas of concern
- Speak to parents
- Set targets
- Plan next steps and interventions to be used to ensure expected progress is made in all areas of the curriculum.
- Implement the plans
- Review progress made and share with you at least on a termly basis, this may be more often and will depend on individual need.
- Class Teacher to communicate this with you until the formal referral stage to outside agencies begins. Then the SENCO or Pastoral managers will take over the role.

Teaching assistants

- They work under the direction of the class teacher
- Will follow programmes to be implemented
- Feedback success or concerns to Class teacher and in partnership will amend provision when needed
- Frequency of either small group or 1-1 work will be explained to parents by the Class Teacher

Role of pupils

Pupils are involved in setting and know their personal targets. They also monitor progress towards meeting them.

Role of parents/carers

Parents/Carers have a responsibility to communicate effectively with professionals to support their children's education. In working with school, they will:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision purpose of intervention or programme of action.

- Parents will be welcomed and encouraged to participate from the outset and throughout their child's educational career at our school. Monitoring, evaluation and review
In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:
 - Monitoring pupils' progress e.g. via tracking
 - . Discussions with the child
 - Discussions with class teachers, parents and others involved with the child as appropriate
 - Liaison with outside agencies

Staff responsibilities:

Safeguarding: The designated safe guarding officer in school is Mrs Williams.

LAC: Staff responsible for Looked after children is Miss Charlesworth and Mrs Ashurst.

Pupil Premium: Miss Charlesworth is responsible for children who receive pupil premium.

Medical needs: Staff responsible for children with medical needs are Mrs Hughes and Mrs Ashurst

Section 11

Storing and managing information.

Individual pupil records files are stored in locked cupboards in the pastoral office.
Information is kept until children leave the school where it is then passed onto the new setting.

Section 12

Reviewing the policy

The policy is reviewed annually at Full Governors meeting.

If a parent or carer has a complaint about SEN provision the first stage would be to contact the SENCO to arrange a meeting with themselves and the Head Teacher.

Date of Policy: Oct 2022, July 2023, Sept 24

Review Date: Sept 2025

