

## St. Richard's RC Primary School



### Special Educational Needs and Disability (SEND) Policy

2020

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<b>Age range</b>	<b>3 - 11</b>

### **Our Mission**

The staff and governors have developed this SEND policy so that we can ensure that all children are valued, respected and encouraged so they achieve their potential.

God made each one of us unique and here at St Richard's we treat everyone as an individual to meet his or her needs both socially and educationally.

Every child will have full and equal access to a broad, balanced and challenging curriculum.

Our SEND Policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice, together with the Equality Act 2010.

### **Aims**

- We aim to provide clear guidelines for all the community at St. Richard's so that a consistent approach is adopted by all concerned.
- We aim to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- We aim to ensure that every child experiences success in their learning and achieves to the highest possible standard.
- We aim to enable all children to participate in lessons fully and effectively.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.

### **Definition of Special Educational Need**

#### **Key Facts: Defining SEN**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

### **Our objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school by working in a safe environment that is warm and welcoming with an atmosphere of care and concern
- To work in partnership with parents / carers from the earliest stages, and throughout the process
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to our SEND policy
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure children benefit from a whole school sensitivity to their needs.

### **Teaching and Learning**

We believe that all children learn best when taught with their peers. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by a teacher.

### **Identification, Assessment and Review**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

The Manchester Matching Provision to Needs Tool descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to be offered and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year with the class teachers. For pupils with Education, Health & Care plans, an annual review meeting will be held annually.

One Page Profiles are used to record additional provision for pupils on the SEND register.

### **A Graduated Approach to SEN Support**

At St. Richard's, we adopt a "quality first teaching" approach.

The key characteristics of "quality first teaching" are:

- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

### **Early identification**

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

All teachers will differentiate work to meet the needs of the pupils in their class.

Where a pupil is identified as having SEN, action will be taken to remove barriers to learning and we will put effective special educational provision in place. A One Page Profile will be drawn up.

### **Assess, Plan, Do and Review**

This SEN support at St Richard's takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Role of Parents and Carers**

Parents and carers are the first and chief educators and teachers of their children and their support and cooperation and communication regarding their child's needs is essential.

Parents will be kept informed and involved at all stages of SEND action planning for their child. We aim to have good and informative relationships with all of our parents.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on SEN Support.
- discuss assessments that have been completed or may be appropriate
- agree a plan and provision for the next term
- devise and implement a One Page Profile in consultation with the SENDCO.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on age, the child may be invited to attend all or part of the meeting and targets will be discussed using relevant language. At this meeting, a One Page Profile will be completed. This will be shared with the parent and child and will be updated throughout the year.

Thereafter, parents are invited to regular meetings to review progress made, to set targets and to agree provision. At these meetings, specific and challenging targets will be set, together with a personalised plan which will be recorded on the One Page Profile.

### **Provision**

#### **Wave 1**

Universal Provision – QFT

#### **Wave 2**

Intervention

#### **Wave 3**

SEN Support

At all stages provision will be reviewed regularly and any pupil causing concern will be discussed and an 'Initial Concerns' record completed and discussed with the SENDCO.

### **EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SEN Support level, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children whom we think will manage in a mainstream school, albeit with support, are less likely to be assessed for EHC Plans. Having a diagnosis does not mean that a child needs an EHC Plan.

The range of provision provided or offered in school includes:

- Small group work (intervention work) with experienced teachers focused on narrowing gaps in learning. The pupils are selected using internal assessment data and the groups may change throughout the course of the year.
- A full time teaching assistant in every class focused on narrowing attainment gaps
- 1:1 support for selected pupils
- Additional teaching and learning opportunities provided through intervention groups for specific needs.
- Specialist SALT support in school from Katie Khan and the Speech Bubble Team.
- Extra-curricular clubs
- Investment in resources for use within the intervention groups and for specific pupils in class.
- CPD for staff so all pupils receive the best possible teaching.
- Computerised programmes and interventions such as TTRS, Education City, Accelerated Reader, Mathletics and Nessy

### **Adaptions**

When necessary, adaptations are made in order to ensure that the curriculum and learning environment meet the needs of all pupils with SEND.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. All lessons include differentiation of curriculum content and ideas that can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Expertise**

All of our teachers are highly experienced and trained to work with children with SEN. Our staff all have access to advice, information, resources and training to enable them to teach all children effectively. They have access to courses and training for CPD and they work closely with many agencies including: SALT, School Nurse and Specialist Nurses, Therapists, Educational Psychologist and outreach support.

### **Emotional and Social development**

If a child is presenting with social and emotional needs, we will assess what provision is needed taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an EHA with the family and we support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained staff who develop good, trusting relationships with the children.

### **Supporting pupils and families**

Manchester's Education Authority's Local Offer can be found at:

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year.

Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the **Information, Advice Services (IAS)** and are encouraged to discuss any concerns they may have. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO.

### **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the governors:

- On the progress made towards narrowing the gap, for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

### **Accessibility**

The Disability Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

### **Storing and managing information**

The confidential nature of SEND information is fully recognised at St. Richard's. Information is stored in a secure room.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Complaints Policy.

### **Success Criteria:**

The evaluation of our policy is based on how quickly we, as a school, can narrow the attainment gap between SEND pupils and their peers. Targets will be identified and evaluated annually and included in the School Improvement Plan.

This policy was reviewed and adopted by the whole Governing Body of St Richard's on Friday 13<sup>th</sup> November 2020.

