

# St. Richard's RC Primary School



## Special Educational Needs and Disability (SEND) Policy 2024

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

Proposed by JM

Seconded by .....

Approved

Signed by ..... Chair of Governors

Date: .....



The mission of St Richard's is that we know,  
love and follow Christ by looking after each  
other and trying our best every day



We believe that every child is a unique creation of God, with their own set of talents, abilities and potential. At St Richards, we celebrate these individual differences by providing a nurturing and inclusive environment where each student feels valued and supported.

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 Policy Statement for SEND

#### **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.

#### **The 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 the Policy Statement for SEND
- 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.

### **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.

All students who have been identified as having sustained Special Educational Needs will be registered on the school SEN register at School Support (K) or as having an EHCP (E). Information recorded will include the category of need. Students who are no longer on the school SEN register are recorded as a N.

Reviews of pupils on the SEND register take place at least three times a year. The register is seen as a fluid document and children are able to be placed on and moved off it, following on from discussions with staff and parents.

For pupils with Education, Health & Care plans, a 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 SEND 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.

### **Every teacher is a teacher of SEND**

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 should 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 adapt 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 put effective special educational provision in place.

### **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 meeting to review progress made, set targets and 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.

**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.

**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.

**Provision**

The range of provision provided 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.
- Teaching assistant support, 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 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 –TTRS, Education City, Accelerated Reader, Mathletics and Nessy

The school may involve specialists at any point for advice regarding identification and/or effective support. However, where a pupil continues to make less than expected progress despite secure evidence of support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents agree.

**Specialists**

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Specialist Assessors
- Speech and language therapists
- Occupational therapists and physiotherapists
- Specialist nurses
- Health and Safety teams
- Outreach support

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

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for funding through an EHCP assessment. This can be found on the Local Authority's Local Offer along with information on the EHCP assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved with it.

Having a diagnosis does not mean that a child needs an EHC Plan.

Where pupils are given an Educational Health Care Plan (EHCP), the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

**Adaptions**

When necessary, adaptions are made accordingly to ensure the curriculum and learning environments 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 adapted teaching 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 the CPD and work closely with many agencies, including: SALT, School Nurse and Specialist Nurses, Therapists, Educational Psychologist and outreach support.

The SENDCo will regularly attend SENDCo network meetings in order to keep up to date with local and national developments in SEND.

**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 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.

### **Safeguarding pupils with SEND**

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND at St Richard's Catholic Primary School will require close liaison with the Designated Safeguarding Lead (or a deputy) and the SENCO.

### **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 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 and procedure.

**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.

Reviewed October 2024

Signed – Mrs Z. Ormshaw



