

# ST. GERARD'S CATHOLIC PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

*"Each of us is the result of a thought of God. Each of us is willed. Each of us is loved.  
Each of us is necessary."*

**Pope Benedict XVI**



Reviewed: September 2024  
Next review: September 2025



## **St Gerard's Catholic Primary School Special Educational Needs (SEN) Policy**

### **As a school we aim to:**

- Address the needs of all pupils who may have special educational needs either throughout, or at any time during their period at the school.
- Identify and assess children who may have special educational needs as early and as thoroughly as is possible.
- Give children the greatest possible access to a broad and balanced curriculum including the National Curriculum/Foundation stage curriculum and ensure that provision matches the nature of the child's special educational needs.
- Differentiate teaching/learning according to need and expect realistic outcomes.
- Ensure a continuity of provision throughout the school.
- Keep careful, objective assessments – measured against the child's previous attainment.
- Wherever possible ascertain, record and take into account the child's views. Encourage partnership with parents and consider their views and concerns.
- Value the knowledge, views and experience of parents and ensure the greatest possible degree of partnership between parents, their children, the school, the LA and other agencies, including those concerned with child health, education welfare and social services.

### **THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS**

#### **The Class Teacher is responsible for:**

- Assessing the educational needs of the children in their charge, and for making appropriate provision within their classroom;
- Ensuring that the work set is appropriate for each child, bearing in mind the demands of the National Curriculum and every child's entitlement to it. S/he needs to be aware of the ways in which teaching and learning can be differentiated;
- Referring to the appropriate co-ordinator for specific advice when a child fails to make progress in a certain curriculum area;
- Liaising with the SENDCO to register a child on the school's Special Educational Needs List;
- Setting appropriate targets and differentiation for children who are a cause for concern and those with SEN;
- Informal meetings with the parents of children who are a cause for concern;
- Following in-school procedures relating to the Code of Practice;
- Assessing the progress of SEN children using the FFT Aspire tracking system used by the school.

#### **The SENDCO is responsible for:**

- The day-to-day operation of the School's SEN policy;
- Liaising with and advising fellow teachers in collaboration with teachers/parents/agencies;
- Co-ordinating provision for children with special educational needs;
- Maintaining the School's SEN list and overseeing the records of all pupils with special educational needs;
- Regular review meetings with parents (minimum of one per term).
- Contributing to the in-service training of staff, with particular regard to early career teachers;
- Liaising with external agencies, including the Educational Psychology Service and other support Services, medical and social services, speech/language and Outreach Workers;
- Informing Governing body of SEN list and changes to code of practice (Margaret McConnell, Governor)
- Monitoring the progress of SEN children.



### **The Head teacher is responsible for:**

- Determining School Policy with Governors, including staffing and funding arrangements;
- Managing quality provision, which reflects policy;
- Ensuring confidentiality of information as appropriate;
- Modifying or dis-applying the National Curriculum;
- Liaison with Social Services/Child protection

### **Identification of pupils with SEND:**

The 2014 SEND code identifies SEND in four main areas

#### **Communication and Interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with communication and interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

#### **Cognition and Learning**

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLE)) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

#### **Social, Emotional and Mental Health Difficulties**

This area includes a wide range of difficulties that can manifest themselves as becoming isolated or withdrawn, displaying challenging or disruptive behavior.

These may reflect underlying mental health conditions such as anxiety, depression, self harm or other areas of need such as substance misuse, eating disorders or other physical symptoms that are medically unexplained.

#### **Sensory and/or Physical Needs**

This area of need can include:

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily mean that the child would have specific learning needs.

### **Early Identification of SEN:**

Early identification, assessment and provision for any SEND pupils is very important for the following reasons:



- . it can minimise the difficulties that can be encountered within education
- . it can maximise the likely positive response of the pupil
- . it can allow for a temporary learning need to be overcome and for future learning to be unaffected;
- . if the child's learning needs prove less transient when addressed by school alone then external agencies can be brought in earlier and very likely with more success.

If teachers are concerned about a child's learning they should complete a School Pathway Form and notify the SENDCO. With support from the SENDCO, teachers will plan and implement further differentiation or intervention support and monitor progress. Reviews to take place termly or more often if necessary.

Children who fail to make progress over a minimum of two review dates may be referred to the SENDCO by the class teacher with a view to moving on to the SEN list for SEN Support. This will be communicated to parents.

## **SEN Support**

### **The Graduated Approach**

The school adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/ carers. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Stage 1: Where teachers have a concern about a child, the child will be monitored closely. Pupils identified as requiring school monitoring may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success. This may include (though is not limited to):

- differentiated materials
- adapted teaching
- specialised equipment
- in-class support
- small group work in the area of concern

Stage 2: After a minimum of two terms, children who have not made progress will be referred to the SENDCO and SEN support will be put in place. The SENDCO will arrange further assessment if necessary, contact parents and arrange a meeting, meet with the class teacher and teaching assistant to plan and co-ordinate the ways to support the child and possible interventions that could be put into place. Termly reviews will take place including teacher, parent and child.

This will follow an assess-plan-do-review cycle.

In the review stage, if a child fails to make progress over a minimum of two reviews the SENDCO will contact the appropriate outside agencies and ask for further help. Parents will be informed and their consent sought.

Stage 3: With this support in place, any child who fails to make progress over a minimum of two reviews (six months) may move on to a provision plan.

A provision plan will be developed with the help of outside agencies. The SENDCO, Class Teacher, and all agencies involved with the pupil complete a CRISP assessment in order to determine the pupil's needs. If the school is unable to give the appropriate provision to the pupil then the Head teacher will request statutory assessment for an Education, Health and Care Plan.



In some circumstances, progress through each stage can be accelerated according to the needs of the child. Parents will be kept informed at each stage.

### **BEHAVIOUR AND DISCIPLINE**

Children who present behavioural and/or discipline problems are dealt with through the school's behaviour policy and may be referred to the behaviour support service.

### **ADMISSIONS POLICY**

St. Gerard's School operates its own admissions policy drawn up by the Governing Body.

### **Transition**

#### ***Secondary***

The SENDCO will contact all secondary schools identified for pupils with SEND and will give appropriate information prior to transition. For those pupils in receipt of an EHCP, the SENDCO will invite secondary school staff to attend Annual Reviews/ termly reviews as appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the SEN review process.

#### ***Reception***

The SENDCO will make contact with any Nurseries that are known to them in the summer term prior to children starting to gain information about the relevant children. It is the responsibility of parents to notify the school of any SEND before their child starts in reception. It is recommended that parents arrange a meeting with the SENDCO as early as possible.

#### ***Key Stages***

Children with SEND, who are moving between Key Stages will have additional transitions put in place.

### **SEND Information Report**

The purpose of the SEND information report is to enable parents and young people to see more clearly what services are available in school and in their area and how to access them. The school's SEND information report can be found on our school website as can a link to the Local Authority's local offer site.

### **Partnership with Parents/Carers**

The school believes that parents and carers hold key information and have a critical role to play in their children's education. For this reason we actively seek to work with parents of pupils with SEND. All teachers, the SENDCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents and carers. We recognise that some parents and carers require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents/ carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEN support then parents/carers will be asked for their views prior to any decision being made. Parents/carers will be fully informed of any additional programmes in place for their child.



- Parents'/carers' views will be sought when a pupil's one page profile is drawn up and suggestions as to how these can be supported at home will be given
- Parents/carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- Where a child has an EHCP, an annual review is held. Parents/carers comments are sought prior to the review report being drafted and incorporated into the final report

Parents/carers are encouraged to discuss any problems or concerns with school and with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the SENDCO as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

If parents have a concern about their child, they should first arrange a meeting with their child's class teacher where actions should be agreed. These actions should be reviewed half termly and if there is still a concern, parents can complete an internal SENDCO referral form. They will then be invited to meet with the SENDCO and child's class teacher.

If a medical profession or an external agency have advised parents to contact the SENDCO at their child's school then this can be done by completing a SENDCO enquiry form or by contacting the school office.

### **Pupil Voice**

Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEND reviews and meetings with their teacher. Age appropriate resources will be used with children to gain their views and express their wishes and feelings.

### **SPECIALISMS AND SPECIAL UNITS**

St. Gerard's School does not at present have any particular SEN specialism or special unit.

### **ACCESS FOR THE DISABLED**

Access for the disabled includes ramps, disabled toilets and highlighted steps. We will make every effort to accommodate any child wishing to come to St. Gerard's School by complying with the L.E.A procedure.

### **ALLOCATION OF RESOURCES**

The Governing Body seeks to ensure that adequate resources of all kinds are available subject to budgetary constraints.

### **INTEGRATION ARRANGEMENTS**

Children with special educational needs are fully integrated into all the activities of the school as far as it is practical and compliant with their receiving the necessary educational provision, the efficient education of other children, and the efficient use of resources.

SEN Code of Practice 2014 states - Schools must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN and ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. Paragraph 6.2.

### **PARTNERSHIP**

#### **ACCESS FOR PARENTS**

Parents are welcomed into school to discuss any concerns they may have about their child through appointments with the class teacher, SENDCO or Head Teacher. They are invited to attend and contribute to reviews every term and are asked for permission before any outside agencies are involved.



## **LA SUPPORT SERVICES**

Support services currently provided can be found on the Birmingham Local Offer for Special Educational Needs (SEN) and disability website: <https://www.birmingham.gov.uk/senar> .

A link to this site can be found in the SEN information report in the parent's section of the school's website.

Parents are made aware of relevant agencies as necessary.

## **LINKS WITH HEALTH, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS**

Appropriate agencies, such as the School Nurse team and Speech Therapist are contacted by the SENCO for individual children. Parents can make self-referrals to these agencies.

The Head Teacher, or other appropriate members of staff, attends case conferences with Social Services.

## **EXPERIENCE, QUALIFICATIONS AND IN-SERVICE TRAINING**

The Head Teacher ensures that there is appropriate provision for in-service training.

## **DEALING WITH COMPLAINTS**

The school follows LA policy and guidelines when dealing with complaints.

Where a parent has a concern or complaint they are encouraged first to discuss the concern with the class teacher. If this is not sufficient they may arrange to meet with the SENCO. Any concern, which is still unresolved, will then be taken to the Head Teacher. The school will then follow LA guidelines for any complaints, which have still not been dealt with satisfactorily.