



St Peter's Catholic Primary School

Academic year 2024-2025



Policy	<u>SEN Policy</u>
Date Approved/Approving Body:	11.12.24
Signed – Chair of Governors:	Ms Lisa Murphy
Date of Next Review:	Summer 25

'Loved by Jesus, we love, we learn, we live and grow together for Him'

Introduction

At St Peter's Catholic Primary School we believe, as set down in the Mission Statement, that we will, in partnership with the home and Parish, provide a broad and well balanced curriculum, allowing opportunities for the development of the whole child, enabling them to be responsible and caring adults. We will strive to ensure that every child has access to appropriately planned and timely support to meet their needs and maximise their achievements.

What is it like to be a learner in our school?

At St Peter's, we value the abilities of all our learners, and we are committed to providing the best possible environment for learning for all children including those with special educational needs or disabilities. Our school provides a broad, balanced and ambitious curriculum for all children including those with SEND. We promote a culture of independence through appropriate scaffolding and high quality interactions within the classroom; promoting learners' curiosity through effective questioning; encouraging our learners to problem solve and supporting them to transfer their learning across all curriculum areas. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through a balance of teacher and teaching assistant support.

We follow the EEF's 'Five-a-day' principles for teaching our learners with SEND and the Rosenshine Principles of Instruction to promote the effective teaching and independent learning of all our children. (See Appendix 1)

All children receive high quality and aspirational teaching to support learning, however, some children may continue to have barriers to their learning which means they may need support that is different from, or additional to, other learners. These requirements are likely to arise where a child has special educational needs. Teachers take account of these requirements and make provision to support individuals or groups of learners and so enable them to participate effectively and fully in curriculum and assessment activities. At our school, the personal development of children with SEND is paramount. We aim to build their resilience and support their learning behaviours. We work towards reducing dependence within learning by promoting a culture of self-reliance, self-reflection, curiosity and problem solving. We encourage and support our learners with SEND to think for themselves and practise key skills within a broad and unlimited curriculum; identifying opportunities where our SEND learners can overlearn, practise, consolidate and

transfer their skills. Where learners with SEND are working outside of the classroom for short periods of time, their learning remains ambitious and aspirational. Our learners with SEND work towards the same outcomes, as far as possible, as our non-SEND learners. The teaching of, and progress in reading, remains a significant focus in the curriculum of our SEND learners. We know that proficiency in language and reading is the gateway to successfully accessing, and attaching meaning, to other curriculum areas. The Governors of St Peter's School ensure that Special Educational Needs is a priority in our school and that all learners, including SEND, have equality of opportunity and a balance of teacher and teaching assistant support across the curriculum.

Purpose of this policy

This policy outlines the framework for St Peter's School to meet its duty and obligation to provide a high quality education to all of its learners, including learners with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our learners with SEND.

St Peter's School will work with Birmingham Authority, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support

St Peter's Catholic Primary School has a named SENCO (Mrs N Mellor) and a named Governor (Mrs A Backen) responsible for SEN. They ensure that the St Peter's Catholic Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

LEGAL FRAMEWORK

This policy has due regard to legislation, including, but not limited to the following:

- The Children and Families Act 2014 (and related regulations)
- The Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

It will also take into account statutory and non-statutory related guidance, including, but not limited to the following:

- SEND Code of Practice 0-25 2014
- Supporting Learners at School with Medical Conditions 2014
- Keeping Children Safe in Education 2015
- Working Together to Safeguard Children 2015
- Schools Admissions Code of Practice 2014
- Reasonable Adjustments for Disabled Learners 2015

- Birmingham Dyslexia Pathway Guidance

DEFINITION OF SPECIAL NEEDS

In this policy, SEN signifies special educational needs specifically, and SEND signifies special educational needs and/or disabilities. The SEND Code of Practice states that a learner of compulsory school age has a special educational need if he/she has:

- Significantly greater difficulty in learning than the majority of others of the same age
- A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

A child with a disability is covered by the SEND definition if they require special educational provision.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (New SEN Code of Practice 2014)

St Peter’s Catholic Primary School staff will have due regard for the revised Special Needs Code of Practice 2014 which sets out our duties towards learners with special educational needs, and will ensure that parents are informed of the SEN provision being made for their learner.

AIMS AND OBJECTIVES OF THIS POLICY

St Peter’s School plans to achieve the core aim of this policy by achieving the following strategic and measureable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice
- To monitor the progress of all learners to support the earliest possible identification of SEND
- To reach high levels of achievement for all and promote the independence of all learners
- To be an inclusive school
- To ensure the identification of all learners requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from learners, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work in partnership with other agencies and schools
- To achieve a level of staff expertise to meet learner need

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe learners will be helped to overcome their difficulties.

ROLES AND RESPONSIBILITIES

The Governing Body has a responsibility to:

- Fully engage learners with SEND and their parents when drawing up policies which affect them
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan
- Endeavour to secure the special educational provision called for by a learner's SEND
- Designate an appropriate member of staff to be the SEN coordinator (SENCO) and have responsibility for co-ordinating provision for learners with SEND
- Appoint a designated teacher for 'looked after children', where appropriate
- Make reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised
- Prepare the arrangements for the admission of learners with disabilities and the facilities provided to enable access to the school for learners with disabilities
- Prepare the accessibility plan showing how the school plans to progressively improve access over time
- Publish annual information, setting out the measures and facilities to assist access for learners with disabilities
- Publish annual information about the arrangements for the admission of learners with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist learners with disabilities, and the school's Accessibility Plan
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and learners through a single point of access
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a learner with SEND, in line with their EHC plan
- Ensure arrangements are in place to support learners at school with medical conditions
- Cooperate with the LA in drawing up and reviewing the Local Offer
- Appoint an individual governor to oversee the school's arrangements for SEND. The named Governor for SEND is Mrs A Backen.
- Prepare the SEND information report and publish it on the website

The Head Teacher has a responsibility to:

- Ensure that those teaching or working with learners with SEND are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review learners' progress during the academic year
- Cooperate with the LA during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school

- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the learner are fully understood by relevant school staff
- Regularly and carefully review the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable learners, and possess knowledge of the types of SEND most frequently encountered
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with SEND
- Take steps to ensure that learners and parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other learners
- Consult health and social care professionals, learners and parents to ensure the needs of children with medical conditions are effectively supported
- Keep parents and relevant teachers up to date with any changes or concerns involving the learner
- Identify any patterns in the identification of SEND within the school and in comparison, with national data

The SENCO must:

- Be a qualified teacher
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans
- Liaise with the relevant, designated teacher where a looked after learner has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Liaise with the parents of learners with SEND
- Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the learner and their parents are informed about options and a smooth transition is planned
- Draw up a one-page profile of the learner with SEND
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family
- Ensure, as far as possible, that learners with SEND take part in activities run by the school, together with those who do not have SEND
- Ensure that the school keeps the records of all learners with SEND up to date

- Inform the parents of children with SEND that SEND provision is being made where the learner does not have an EHC plan
- Identify any patterns in the identification of SEND within the school and in comparison, with national data
- Support the class/subject teacher in the further assessment of a learner's particular strengths and weaknesses, and advise on effective implementation of support

Class Teachers must:

- Plan and review support for their learners with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the learners themselves
- Set high expectations for every learner and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving, and every learner with SEND will be able to study the full national curriculum
- Be responsible and accountable for the progress and development of the learners in their class
- Be aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with
- Keep Head teacher, SENCO and the Senior Leadership Team up to date with any changes in behaviour, academic progress of any pupils and any causes of concern

What are special educational needs?

At St Peter's Catholic Primary School we believe that all children have an equal right to a full and rounded education. Our aim is to enable them to achieve their full potential by identifying the needs of pupils, considering the needs of the whole child.

When we have considered the needs of the whole child, we use our best endeavours to secure **special educational provision** for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0 – 25 (September 2015), i.e.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2015

This SEN policy details how, at St Peter's Catholic Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's Infant school years. If the child already has an identified special educational need, this information may be transferred from other partners in their previous setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, St Peter's Catholic Primary School will adopt a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of individual targets and provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The class teacher after discussion with the SENCO will provide **Targeted Support**/interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be recorded on an Individual Target Plan (ITP). This support will be monitored for a period of up to 6 - 12 weeks and discussed with parents at parents evening meetings. If no progress is noted after this time the child **may** be added to the school SEN register and they may receive **Specialist Support** from outside agencies. This may include the involvement of Pupil and School Service, the Educational Psychologist or a member of the CAT (Communication and Autism) Team. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child.

Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

The Nature of Intervention and support

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other specific interventions. Details of which can be found on our website;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for planning and working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO to discuss individual targets and progress on termly basis.

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The provision map will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting and be the responsibility of the class teacher.

Outside agencies

We aim to maintain useful contact with support services in Children and Young People's Services. For children on our SEND Support list, any one or more of the following agencies may be involved: Pupil and School Support Service, Educational Psychology Service, Communications and Autism Team, Forward Thinking (CAMHS), Sensory Support Service, Occupational Therapy Service, Community Paediatrics, School Nurse Service, Pathfinder and SENAR.

Outside agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for a SEND Provision Support Plan or an Education Health and Care Plan

There are 2 different plans that the school are able to request from the local authority (LA). The SEND Provision Support Plan is a recent addition to the graduated approach in Birmingham. These plans allow schools to request and be granted additional top-up funding if a child's needs are assessed using the CRISP (Criteria for specialist provision) document. These plans also allow children to access resource base school provision if needed. These plans must be written in consultation with outside agencies and parents and agreed by the local authority. They are reviewed each year.

An Education, Health and Care Plan request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress

over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. Parents are able to request what educational provision they would like their child to access. This includes specialist schools, resource bases or mainstream

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents and the child.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Targets for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

The governing body regularly reviews this policy and is informed of special needs developments at every governors meeting.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The LA also provides information to parents about services and information available for SEND children. This can be accessed at <https://www.localofferbirmingham.co.uk/>

Parents always have access to the SENCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

COMPLAINTS

If there are any complaints relating to the provision for learners with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and the Governing Body undertakes a thorough review of both policy and the outcomes of which will be used to inform the School Development Plan.

Appendix 1

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.