



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

Date: February 2020

Adopted: 19 March 2020

Review: July 2021

### **1. Mission Statement and Vision**

Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) is a shared community working together in a culture of trust, respect and love, offering wider educational opportunities for children, young people and staff to achieve and excel throughout their educational life. We have a unified commitment to Catholic ethos and values.

We are committed to providing distinctive, strong, sustainable Catholic education based on Jesus's words "I have come that they may have life in all its fullness" John 10:10.

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our Multi Academy will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Please see the individual Academy's Addenda's at the end of this policy for specific academy details and information regarding this policy.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO's in Christ the King Catholic Collegiate are:

Academy	Name	Contact details
St John Fisher Catholic College	Mr C Hawthorne	01782 615636 <a href="mailto:chawthorne@ctkcc.co.uk">chawthorne@ctkcc.co.uk</a>
St Mary's Catholic Primary School	Mrs J Ellerton	01782 619685 <a href="mailto:Office.stm@ctkcc.co.uk">Office.stm@ctkcc.co.uk</a>
St Teresa's Catholic Primary School	Miss G Dyke	01782 235005 <a href="mailto:stteresa@ctkcc.co.uk">stteresa@ctkcc.co.uk</a>
St Thomas Aquinas Catholic Primary School	Mrs K Hellawell	01782 234919 <a href="mailto:Office.sta@ctkcc.co.uk">Office.sta@ctkcc.co.uk</a>

St Wulstan's Catholic Primary School	Ms H Wood	01782 973 722 <a href="mailto:office@stwulstansprimary.co.uk">office@stwulstansprimary.co.uk</a>
Our Lady & St Werburgh's Catholic Primary School	Mrs H Shilvock	01782 973888 <a href="mailto:office@ourlady-st-werburghs.staffs.sch.uk">office@ourlady-st-werburghs.staffs.sch.uk</a>

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/guardians/guardians, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/guardians/guardians are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our Multi-Academy currently provides additional and/or different provision for a range of needs. Please see the relevant Academy Addenda for specific school information.

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than academic attainment, for example, social needs or physical development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN and listed on the school's SEN register.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/guardians/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed at least three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### 5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.

#### 5.5 Our approach to teaching pupils with SEN

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following diagnostic testing and recommendations from professionals including external agencies.

#### 5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### 5.7 Securing equipment and facilities

Academy	Process for securing equipment and facilities
St John Fisher Catholic College	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
St Mary's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
St Teresa's Catholic Primary School	Where required staff order any equipment recommended by external agencies or those recommended by the SENCO to the class Teacher or LSA (e.g. pencil grips, coloured overlay, sensory wobble cushion, fidget helpers)
St Thomas Aquinas Catholic Primary School	We liaise with the Local Authority in order to apply for funding for additional equipment/facilities that may be required for pupils with SEN.
St Wulstan's Catholic Primary School	School liaises with Health to secure physical aids/access to additional facilities/services. Where required staff order any equipment recommended by external agencies (e.g. writing slope), or those recommended by SENCO to class teacher/LSAs (e.g. pencil grips/reading ruler). Finance team liaise with county regarding any required adaptations to the physical environment to seek funding.
Our Lady & St Werburgh's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.

## 5.8 Complaints about SEN provision

Complaints about SEN provision in CtkCC should be made to the following in the first instance:

Academy	Name	Contact details
St John Fisher Catholic College	Mr G Murray	01782 615636
St Mary's Catholic Primary School	Mrs D Mellor	01782 619685
St Teresa's Catholic Primary School	Mr N Price	01782 235005
St Thomas Aquinas Catholic Primary School	Mrs S Moorhouse	01782 234919
St Wulstan's Catholic Primary School	Mrs J Kirkham	01782 973 722
Our Lady & St Werburgh's Catholic Primary School	Mr B Grove	01782 973 888

If the complaint is not resolved informally the parents/guardians will be referred to the CtkCC complaints policy.

The parents/guardians of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our Academy has discriminated against their child/ren. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.9 Contact details of support services for parents/guardians of pupils with SEN

Academy	Agency	Contact details
St John Fisher Catholic College	SEND Information and Support Service (SEND IASS) Staffordshire	Stafford Sub District, SEND IASS 79, Eastgate Street, Stafford ST16 2NG 01785 356921
	SEND IASS Stoke	The Crescent Children's Centre, Pinewood Crescent, Meir Stoke-on-Trent ST3 6HZ  01782 234701 E-mail: <a href="mailto:iass@stoke.gov.uk">iass@stoke.gov.uk</a>
St Mary's Catholic Primary School	First Response (provides advice and monitoring of safeguarding concerns)  SEND Family Partnership (supports parents/guardians to understand the SEN pathways)	0800 131 3126  13 Lichfield Road, Stafford, ST16 2LG

St Teresa's Catholic Primary School	SENDIASS SEND information, Advice and Support Services.	The Crescent Children's Centre Pinewood Crescent Meir Stoke-on-Trent ST3 6HZ Tel: 01782 234701 E-mail: <a href="mailto:iass@stoke.gov.uk">iass@stoke.gov.uk</a>
St Thomas Aquinas Catholic Primary School	SENDIASS SEND information, Advice and Support Services.	The Crescent Children's Centre Pinewood Crescent Meir Stoke-on-Trent ST3 6HZ Tel: 01782 234701 E-mail: <a href="mailto:iass@stoke.gov.uk">iass@stoke.gov.uk</a>
St Wulstan's Catholic Primary School	First Response (provides advice and monitoring of safeguarding concerns)  SEND Family Partnership (supports parents/guardians to understand the SEN pathways)	0800 131 3126  13 Lichfield Road, Stafford, ST16 2LG
Our Lady & St Werburgh's Catholic Primary School	First Response (provides advice and monitoring of safeguarding concerns)  SEND Family Partnership (supports parents/guardians to understand the SEN pathways)	0800 131 3126  13 Lichfield Road, Stafford, ST16 2LG

### 5.10 Contact details for raising concerns

Academy	Name	Contact details
St John Fisher Catholic College	Mr C Hawthorne (SENCo)	01782 615636 <a href="mailto:chawthorne@ctkcc.co.uk">chawthorne@ctkcc.co.uk</a>
St Mary's Catholic Primary School	Mrs J Ellerton Mrs D Mellor	01782 619685
St Teresa's Catholic Primary School	Miss G Dyke Mrs L Smith	01782 235005
St Thomas Aquinas Catholic Primary School	Mrs K. Hellowell	01782 234919 <a href="mailto:office.sta@ctkcc.co.uk">office.sta@ctkcc.co.uk</a>
St Wulstan's Catholic Primary School	Ms H Wood Mrs J Kirkham	01782 973 722
Our Lady & St Werburgh's Catholic Primary School	Mr B Grove	01782 973888

### 5.11 The local authority local offer

Our local authority's local offer is published here:

Academy	Offer
St John Fisher Catholic College	<a href="#">The SEND Local Offer Link</a>
St Mary's Catholic Primary School	<a href="#">The SEND Local Offer Link</a>
St Teresa's Catholic Primary School	<a href="#">The SEND Local Offer Link</a>
St Thomas Aquinas Catholic Primary School	<a href="#">The SEND Local Offer Link</a>
St Wulstan's Catholic Primary School	<a href="#">The SEND Local Offer Link</a>
Our Lady & St Werburgh's Catholic Primary School	<a href="#">The SEND Local Offer Link</a>

## **St John Fisher Catholic College – Detailed SEND Information**

### **1. Efforts to achieve the best outcomes**

St John Fisher Catholic College's efforts to achieve the best outcomes for pupils with SEN and disabilities include:

- Ensuring that all children are valued equally, regardless of their abilities and behaviours.
- Ensuring that all pupils have access to a broad and balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- Providing a differentiated curriculum appropriate to the individual's needs and ability.
- Identifying and assess pupils with SEND as early and thoroughly as is possible and necessary and to fully involve learners, parents/guardians and staff in the identification, assessment and delivery of SEN.
- Ensuring that SEND learners take a full part in all school activities.
- Ensuring parents/guardians of SEND learners are kept fully informed of their child's progress and attainment.
- Ensuring that SEND learners are involved in decisions affecting their future SEND provision where appropriate
- Striving for close co-operation between all agencies concerned.
- Meeting the needs of all learners who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

### **2. The kind of SEN that are provided for**

St John Fisher Catholic College currently provides additional and/or different provision for a range of needs. These include:

- Communication and interaction, for example, Autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties. Support for physically disabled learners using a wheelchair
- Moderate/severe/profound and multiple learning difficulties

### **3. Identifying learners with SEN and assessing their needs**

- 3.1 Initially we will liaise with feeder Primary schools by speaking to their SENCo and Year 6 teacher. We will attend Year 6 Annual Reviews and observe the learner in their Primary working environment.

3.2 We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **4. Consulting and involving learners and parents/guardians**

At St John Fisher Catholic College we will:

- Invite parent/guardian of the SEND learner to school for a meeting to discuss their child.
- Invite parent/guardian to Learning Express Coffee Mornings.
- Invite parent/guardian to discuss their child's Learner Passport strategies.
- Hold transition meetings with parent/guardian and learner.
- Invite Parent/guardian/guardians to Annual Review meetings
- Attend Parent/guardian Evenings (SENCo and HLLSA).

We will have an early discussion with the learner and their parents/guardians when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the parents/guardians' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and given to their parents/guardians.

We will formally notify parents/guardians when it is decided that a learner will receive SEN support.

#### **5. Assessing and reviewing learners' progress towards outcomes**

At St John Fisher Catholic College we will:

- Speak to the Primary SENCo and Year 6 teacher to ascertain reading, spelling age and numeracy skills.
- Be guided by EHC plans.

- Discuss KS2 results and MidYIS (Middle Years Information System) results with our KS2 Progress leader

## **6. Supporting learners moving between phases and preparing for adulthood**

At St John Fisher Catholic College we will support learners moving between phases and prepare for adulthood by:

- Holding KS2 link days at St John Fisher Catholic College
- Holding Year 6 induction day
- Arranging Learning Express Department Coffee Mornings. Parents/guardians and learners are invited.
- Holding transition sessions with Learning Support Assistants (LSAs) in the Learning Express Department during June/July for vulnerable learners.
- Visiting Primary schools to meet with their SENCo, Year 6 teacher and learners.

## **7. Our approach to teaching learners with SEN**

At St John Fisher Catholic College we will also provide the following interventions:

- Friendship Ambassador Programme
- Touch Typing Programme
- Magic Link Handwriting Programme
- Rainbows Spectrum (Father Hudson counselling programme)
- Better Reading Programme
- English and Maths small group support during Form time
- Mentoring of vulnerable learners

## **8. Adaptations to the curriculum and learning environment**

In addition to the items listed in the above policy (paragraph 5.7), at St John Fisher Catholic College:

- Year 10 and 11 learners may be given the opportunity to study KS4 Vocational courses each week at Reaseheath College.
- LSAs liaise with teachers and enlarge classwork/homework and power points for VI learners.
- LSAs support physical disability learners in accessing and operating the lift.
- Learners may be supported either one-to-one or in small groups with literacy and numeracy in Learning Express Department by a LSA.

## **9. Additional support for learning**

At St John Fisher Catholic College we currently have one Higher Level Learning Support Assistance (HLLSA) and eleven LSAs who primarily support SEND learners in class. They are also trained to deliver one-to-one and small group interventions such as:

- Better Reading Programme
- Friendship Ambassador Programme
- Rainbows Spectrum Counselling Programme

- Touch Typing Programme
- Phonics
- Support with literacy/numeracy
- Reading and scribing for learners during tests and examinations

Additional responsibilities include:

- Supporting vulnerable Year 10 and 11 learners who may be attending Reaseheath College each week.
- Attending Annual Reviews
- The HLLSA attends all parents/guardians evenings with the SENCo
- Enlarging power points and classwork/homework for VI learners

We work with the following agencies to provide support for learners with SEN:

- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- Educational Psychologist (EP)
- Special Educational Support Service (SENS)
- Occupational Health (OH)
- Autism Outreach Team (AOT)
- Child and Adolescent Mental Health Services (CAMHS)
- Special Education Needs and Disabilities Information Advice and Support Services (SENDIASS)
- School Nurse and Child Protection Nurse
- Father Hudson's Home liaison team
- Physical Disability Service for Handling support

## **10. Evaluating the effectiveness of SEN provision**

At St John Fisher Catholic College we evaluate the effectiveness of the provision for learners with SEN by:

- Reviewing learners' individual progress each term using GPP reports.
- Reviewing the impact of interventions.
- Using Pupil Passports to ensure that strategies and interventions are used effectively in the classroom by teachers and support staff.
- Holding Annual Reviews for learners with EHC plans
- All the Learning Express Department complete an annual standards tracker to ensure continual professional development.

## **11. Expertise and training of staff**

At St John Fisher Catholic College:

- The SENCO has a reduced teaching timetable to manage SEND provision.

- In the last academic year, staff have been trained in Child Protection and Hearing/ Radio Aids.
- We use specialist staff for our visual impaired, hearing impaired, physically impaired and autistic learners.

## **12. Evaluating the effectiveness of SEN provision**

At St John Fisher Catholic College we evaluate the effectiveness of the provision for learners with SEN by:

- Reviewing learners' individual progress each term using GPP reports.
- Reviewing the impact of interventions.
- Using Pupil Passports to ensure that strategies and interventions are used effectively in the classroom by teachers and support staff.
- Holding Annual Reviews for learners with EHC plans
- All the Learning Express Department complete an annual standards tracker to ensure continual professional development.

## **13. Enabling learners with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our learners, including our before-and after-school clubs.

All learners are encouraged to go on our residential trip(s) to, for example, Alton Castle, Music tours, drama productions and opportunities with the History department.

All learners are encouraged to take part in sports teams, music and choir.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

In addition:

- SENCo meets with the parent/guardian and learner to discuss their disability and how best to support them in school.
- Advice and strategies are followed from outside agencies and this information is made available to teachers and support staff.
- SENCo ensures that all staff at SJFCC are aware of the needs of SEND learners and how best to support them.
- SENCo visits the learners Primary school and meets with their SENCo and Year 6 teacher.
- SENCo is invited to Year 6 Annual Review.
- The steps you have taken to prevent disabled learners from being treated less favourably than other learners.
- Supervised access to lifts to all floors in both the tower block and Romero building are available for those learners who require it.
- Ramps have been installed where there is a change in floor height.

## **14. Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- Our Wellbeing and Pastoral Team meet each week to discuss vulnerable learners and ensure that they are effectively supported across all areas of the school.
- We have a KS3 and KS4 Student Support Co-ordinators.
- Vulnerable learners are able to enter school via the door into the Learning Express Department and are supported by LSAs.
- Vulnerable learners are supported in the Learning Express Department during break time and lunchtimes.
- Learners with SEN are encouraged to be part of the school council
- Learners with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

### **15. Working with other agencies**

At St John Fisher Catholic College our SENCo:

- Liaises and works closely with all outside agencies to ensure that the learner can access all areas of the curriculum.
- Liaises with Staffordshire and Stoke Education Authority, particularly with regard to EHC plans.
- Invites SEND the Information, Advice and Support Services (IASS) to Coffee Mornings and evening presentation for the parents/guardians of Year 7 SEND learners.

## **St Mary's Catholic Primary School – Detailed SEND Information**

### **1. Efforts to Achieve the best outcome:**

- Ensure early identification of additional needs.
- Raise the aspiration of all learners with SEND, and those working with them, encouraging their ambition and success.
- Allow opportunities for all learners to aim to achieve their full potential.
- Promote learners self- esteem and emotional well-being by helping them to form and maintain meaningful relationships.
- To be outcome focused: meeting outcomes through provision tailored to the learners' needs; working in partnership with parents/guardians and carers.
- Provide Quality First Teaching to ensure the highest possible standard of education for all learners
- Foster greater independence for all learners, particularly those with SEND.
- Ensure the needs of children with disabilities/medical needs are met by supporting them through accessibility plans and medical provision to meet individual requirements.
- Recognise the need for effective multi-agency collaboration; liaising with learners, parents/guardians and professionals to build a strong foundation of provision.

### **2. The kinds of SEN that are provided for**

St Mary's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, medical conditions with physical disability
- Moderate and multiple learning difficulties

### **3. Consulting and involving learners and parents/guardians**

At St Mary's Catholic Primary School we will have an early discussion with the learner and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the parents/guardians' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and shared with parents/guardians where relevant.

We will formally notify parents/guardians when it is decided that a learner would benefit from additional support and request their agreement for the learner to be added to the register of children with SEND.

#### **4. Assessing and reviewing learners' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The learner's own views
- Advice from external support services, if relevant

The **Assess, Plan, Do, Review** cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

#### **5. Supporting learners moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents/guardians and learners which information will be shared as part of this.

##### **Upon entry:**

- On entry into the Foundation Stage at St. Mary's a planned programme of visits are provided for children starting the following September.
- Parents/guardians/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
- The SENCO meets with all new parents/guardians of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
- If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns.

##### **Transition to the next school or setting**

- The SENCO and other key staff with knowledge of the learner will liaise with the setting that the learner is moving to. Opportunities for visits will be offered to ensure a smooth transition and to build the learner's confidence during these periods of change.

- Extra sessions are offered in school for children in Year 6 who we think would benefit from additional support to increase confidence and self-esteem.
- Children have opportunities to take part in induction/transition days at their new setting and will be supported by known staff as necessary

## **6. Our approach to teaching learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

We will also provide interventions as necessary which we feel will be of benefit to our children. These could include numeracy interventions either 1:1 or in a small group as well as confidence building, social interaction and anger management.

## **7. Adaptations to the curriculum and learning environment**

St Mary's Catholic Primary School will make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Screen learners to identify their strengths and weaknesses
- Ramps have been added to school to allow access to all areas of the school
- Specific reasonable adjustments following recommendations from external agencies.

## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions.

These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for learners with SEN:

- Occupational therapy, Speech and Language therapy, School Nursing Service
- Visual and Hearing Impairment teams, Staffordshire County Council
- Behaviour Support service, Entrust
- Education Psychology service, Staffordshire County Council
- Local Support Team, Social Services
- CAMHS (Childhood & Adolescent Mental Health Service)
- Father Hudson's Care

## 9. Expertise and training of staff

At St Mary's Catholic Primary School:

- The SENCo has the appropriate qualifications to carry out the responsibility for the role in school.
- All staff delivering specific interventions have been trained and have the skills to provide high level support.
- We use specialist staff for supporting learners with visual impairment. We work closely with specialist staff from other agencies to meet the needs of learners with significant enduring and /or life limiting medical conditions.

## 10. Evaluating the effectiveness of SEN provision

At St Mary's we evaluate the effectiveness of the provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using learner questionnaires
- Monitoring by the SENCO
- Holding annual reviews for learners with statements of SEN or EHC plans
- Pupil Voice activities
- Annual Reviews for pupils with EHC plans

## 11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

St.Mary's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.

All of our extra-curricular activities and school visits are available to all our pupils,

All pupils are encouraged to go on our residential trips to Laches Wood

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St.Mary's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

- All floors levelled and all classrooms accessible in KS1, Ramps are located to allow access to classrooms and ICT room in KS2.
- Accessible toilets suitable for adults and children.
- Appropriate width of the doorways and corridors.

- Appropriate height of the Reception counter.

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities.

## **12. Support for improving emotional and social development**

The wellbeing of every child at St. Mary's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden and chapel is available for use by children at any time during the school day in a supervised manner.

Additionally, the school follows a Personal, Health, Social, and Emotional (PHSE) curriculum which is delivered in class through such opportunities as 'circle time'. These activities provide our children with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing. We have a Nurture Group with trained staff who understand and support children with social and emotional difficulties over both short and longer terms as necessary.

St. Mary's has an anti-bullying policy.

We continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Support from our Family Support Worker to resolve any pastoral issues with an in house referral system to ensure all issues are moved forward in a timely manner. The family support worker refers to external agencies where necessary
- A Learning Mentor to provide bespoke interventions on a case by case basis to support pupils with significant or emergency needs.
- We have a zero tolerance approach to bullying.

## **13. Working with other agencies**

If progress rates in any area of child development in our pupils with SEN continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the **SEN Register**. Parents/guardians will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs and Inclusion Service (SENIS).
- Behaviour Support Service.
- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- FHC Family Support Worker
- Social Services.
- School Nurse.

- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.
- Dove
- Arch

Recommendations from external agencies are shared with parents/guardians, inform individual target setting and are reviewed as part of the four part APDR review cycle. Pupils with SEN at St. Mary's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an [Education Health Care plan \(EHCP\)](#) being provided

## **St Teresa's Catholic Primary School – Detailed SEND Information**

### **1. Efforts to Achieve the best outcome:**

- St. Teresa's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.
- Every teacher at St. Teresa's is a teacher of every child in their class including those with SEND. All our pupils have access to a broad and balanced curriculum. To ensure that these aims are met to deliver the best outcomes for all our pupils all stakeholders work together contributing to our provision for pupils with SEN.

### **2. The kinds of SEN that are provided for**

St Teresa's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

- Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.
- Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.
- Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.
- Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder), epilepsy, chronic life-limiting medical conditions, complex medical conditions with physical disability.
- Moderate and multiple learning difficulties.

### **3. Consulting and involving pupils and parents/guardians**

At St Teresa's Catholic Primary School we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/guardians' concerns plus the views of the pupil themselves
- Everyone understands the desired outcomes sought for the child which will be listed on an individual Pupil Passport
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and shared with parents/guardians where relevant
- We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEN support.
- We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.
- We ask for written consent from parents/guardians for inclusion on our SEN register.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The **Assess, Plan, Do, Review** cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Supporting pupils moving between phases and preparing for adulthood**

A number of strategies are in place to enable the effective transition of pupils and are listed below.

##### **Upon entry:**

- On entry into the Foundation Stage at St. Teresa's a planned programme of visits are provided in the Summer Term for children starting the following September.
- Parent/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
- The SENCO meets with all new parents/guardians of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
- If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at St. Teresa's mid-phase, or for those pupils who have the most complex and enduring additional needs.

##### **Transition to the next school:**

- Transition meetings are held between the Year 6 class teachers and SENCO (where necessary) at St. Teresa's and the Head of Year teachers/SENCOs from feeder high schools.
- A programme of visits to the chosen high school is organised for the children before they transfer.
- Some children may benefit from further Transition support. This can be supported through the Learning Mentor or by our Father Hudson worker.
- For pupils transferring to other local schools, the SENCOs of both schools will liaise to discuss the needs of children with SEN in order to ensure a smooth transition.

- The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding high school choices. Parents/guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.

## **6. Our approach to teaching pupils with SEN**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following, diagnostic testing and recommendations from professionals including external agencies.

## **7. Adaptations to the curriculum and learning environment**

St Teresa's Catholic Primary School will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specific reasonable adjustments following recommendations from external agencies.

## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions.

These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEN:

- Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service
- Visual and Hearing Impairment teams, Staffordshire County Council
- Behaviour Support service, Entrust
- Education Psychology service, Staffordshire County Council
- Local Support Team, Social Services
- CAMHS (Childhood & Adolescent Mental Health Service)
- Dove
- Arch
- North Staffordshire Young Carers Association

## **9. Expertise and training of staff**

At St Teresa's Catholic Primary School:

- Our SENCO has 5 years' experience in the role. She is allocated 2 days a week to manage SEN provision across the school.
- We have a team of experienced Learning Support Assistants (LSA), who are trained in many interventions both at a group level and on a 1:1 basis. Where a pupils' needs are complex, the City may provide a number of hours funding for a LSA to work with the said child. This support will only be offered to students with complex needs that cannot be met through our usually SEND support.
- We work closely with SEND Services who can offer support for children with a hearing or visual impairment.
- Learning support Assistants have had the following training in the last year (where appropriate for the needs of the children): Peer Massage, precision spelling, Precision maths, Rapid maths, Power of 2 and Plus 1, Toe-By-Toe, Inference reading, reading between the lines, Talk Boost, Switch on Literacy, Social us of Language Programme (SULP), Level 2 Safeguarding training.

## **10. Evaluating the effectiveness of SEN provision**

At St Teresa's we evaluate the effectiveness of the provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their pupil passport targets termly and identifying measurable progress towards the desired outcomes and report to parents/guardians.
- Gathering data from Vernon Spelling tests, British Picture Vocabulary tests, Puma maths and Pira reading, to identify strengths, difficulties and progress.
- Using provision maps to measure progress over time.
- Pupil voice activities.
- Monitoring by the SENCO – drop-ins, learning walks, SEND paperwork scrutiny and book trawls.
- Reviewing the impact of interventions over 10 weeks, sooner if required.
- Holding annual reviews for pupils with EHC plans.

## **11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all of our pupils.

All of students are encouraged to attend our residential trips to France in Year 6 and Stanley Head in Year 5.

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities. Parents/guardians/carers of children with SEN are encouraged to get involved in the planning of day trips and residential visits that their child will participate in during their time at St. Teresa's with the relevant members of staff and social stories may be shared to ensure children have an understanding about their trip before leaving school

All pupils are encouraged to take part in sports days, school plays/concerts and special workshops. No child is ever excluded from these activities because of their SEN or disability.

St. Teresa's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not

discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

- Disabled parking bays on the school car park.
- Accessible toilets.
- Appropriate width of the doorways and corridors.
- Railings and handrails alongside steps/slopes.

## **12. Support for improving emotional and social development**

St. Teresa's has an anti-bullying policy. We are a Healthy School and we continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and action taken if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are encouraged to be part of our extra-curricular clubs to promote teambuilding and build friendships.
- Specific children with Emotional needs of SEND may be encouraged to take part in our Mindful Monsters group. This group encourages children to talk about their emotions and way up both the positive and negative aspects of their day through creative approaches.
- We encourage class teachers to use Peer Massage to build positive relationships between students.
- We follow Jigsaw PSHE and use some SEAL resources whilst teaching PSHE. Circle time is also used to support our PSHE sessions.
- Children can be referred to our Learning Mentor to resolve pastoral difficulties. They can also provide bespoke interventions for children who are having any Social, emotional difficulties, including bereavement.
- We also use Father Hudson Service to support families who may be facing difficulties.
- We may refer children to Changes or MIND.
- The SENCO and learning Mentor attended a number of courses held by Changes (Managing self-harm in Children & Young people, Building Self-esteem in Children & Young people, Helping Children cope with Bereavement and Loss, Practical skills to Support Children and Young People).

### 13. Working with other agencies

If progress rates in any area of child development in our pupils with SEN continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the **SEN Register**. Parents/guardians will be informed of this. At this point, if necessary, advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- Social Services.
- School Nurse.
- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.
- Dove

Recommendations from external agencies are shared with parents/guardians, inform pupil passport target setting and are reviewed as part of the four part APDR review cycle. Pupils with SEN at St. Teresa's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an [Education Health Care plan \(EHCP\)](#) being provided.

## **St Thomas Aquinas Catholic Primary School – Detailed SEND Information**

### **1. Efforts to Achieve the best outcome:**

At St Thomas Aquinas we aim to be an inclusive school actively seeking to remove barriers to learning that can hinder or exclude individual pupils. We ensure that equality of opportunity is a reality for all our pupils. In order to do this we strive:

- To provide first quality teaching for all children,
- To remove the barriers to learning and participation that can hinder or exclude individuals or groups of pupils,
- To have an inclusive approach to meeting the needs of all children within a secure and supportive environment,
- To enable each child to develop to his/her full potential with equal access to a broad, balanced and differentiated curriculum,
- To identify and assess Special Educational Needs at an early stage of development and provide appropriate intervention and support,
- To establish a partnership between school and parents/guardians and specialist services,
- To hold regular reviews which report on progress made, support provided and inform future planning,
- To celebrate achievements with the child and their parents/guardians / carers,
- To provide appropriate resources and support for staff to meet children's special educational needs,
- To meet the statutory requirements as described by the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years (2014).

### **2. The kinds of SEN that are provided for**

St Thomas Aquinas Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **3. Consulting and involving pupils and parents/guardians**

At St Thomas Aquinas we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/guardians' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/guardians.

We will formally notify parents/guardians when it is decided that a pupil will receive SEN support.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.

All pupils will undergo transition days/induction at their new school. Teachers from primary and secondary settings will meet to discuss transition. Any pupils identified as requiring additional support during transition may receive this from Father Hudson's Care.

#### **6. Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a large number of interventions that may include:

- Talk Boost
- Precision Teaching
- Colourful Semantics
- Wellington Square
- Lock and Beech
- Language for Thinking
- Word Aware

- Asking Good Questions
- Asking Specific Questions
- Several others as deemed appropriate/advised by the SEND Department of the Local Authority reviewed regularly and updated etc.

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **8. Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Talk Boost, Precision Teaching etc.

Teaching assistants will support pupils on a 1:1 basis when appropriate where there is an EHCP in place.

Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

- The SEND Department of the Local Authority
- Abbey Hill Outreach
- Education Psychology

## **9. Expertise and training of staff**

At St Thomas Aquinas Catholic Primary School:

- Our SENCO has experience in this role and also works as a class teacher within school.
- She is allocated one day per week to manage SEN provision.
- We have teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

## **10. Evaluating the effectiveness of SEN provision**

At St Thomas Aquinas we evaluate the effectiveness of the provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires, if appropriate
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with statements of SEN or EHC plans

#### **11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All Y6 pupils are encouraged to go on our residential trip to Education Away.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities will be supported by staff as appropriate.

Access to the school is appropriate for pupils with disabilities and where necessary, reasonable adjustments will be made. Our Accessibility Plan is available to view on our website.

#### **12. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Our school ethos promotes love and respect for all individuals, regardless of their faith, culture, disability or educational need.
- Pupils with SEN are encouraged to take part fully in school life, including clubs, School Council etc.
- We have a zero tolerance approach to bullying and we celebrate the talents of every child at every level.

#### **13. Working with other agencies**

St. Thomas Aquinas Catholic Primary School enjoys close working relationships with many external bodies in order to ensure the best available support for children with SEN. These agencies include the SEND Department of the Local Authority, other providers - particularly specialist providers, therapists, NHS, the police and Social Care.

## **St Wulstan's Catholic Primary School – Detailed SEND Information**

### **1. Efforts to Achieve the best outcome:**

- St. Wulstan's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.
- Every teacher at St. Wulstan's is a teacher of every child in their class including those with SEN. All our pupils have access to a broad and balanced curriculum. To ensure that these aims are met to deliver the best outcomes for all our pupils all stakeholders work together contributing to our provision for pupils with SEN.

### **2. The kinds of SEN that are provided for**

St Wulstan's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

- Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.
- Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.
- Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.
- Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder), epilepsy, chronic life-limiting medical conditions, complex medical conditions with physical disability.
- Moderate and multiple learning difficulties.

### **3. Consulting and involving pupils and parents/guardians**

At St Wulstan's Catholic Primary School we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/guardians' concerns plus the views of the pupil themselves
- Everyone understands the desired outcomes sought for the child which will be listed on an individual Pupil Passport
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and shared with parents/guardians where relevant
- We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEN support.
- We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.
- We ask for written consent from parents/guardians for inclusion on our SEN register.

### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The **Assess, Plan, Do, Review** cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Supporting pupils moving between phases and preparing for adulthood**

A number of strategies are in place to enable the effective transition of pupils and are listed below.

##### **Upon entry:**

- On entry into the Foundation Stage at St. Wulstan's a planned programme of visits are provided in the Summer Term for children starting the following September.
- Parent/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
- The SENCO meets with all new parents/guardians of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
- If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at St. Wulstan's mid-phase, or for those pupils who have the most complex and enduring additional needs.

##### **Transition to the next school:**

- Transition meetings are held between the Year 6 class teachers and SENCO at St. Wulstan's and the Head of Year teachers/SENCOs from feeder high schools.
- A programme of visits to the chosen high school is organised for the children before they transfer.
- Additional transition visits can be arranged, in conjunction with the pastoral staff and/or SENCO at the chosen high school, for more vulnerable children.
- For pupils transferring to other local schools, the SENCOs of both schools will liaise to discuss the needs of children with SEN in order to ensure a smooth transition.
- The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding high school choices.
- Parents/guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.

- Parents/guardians will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice website. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoic e/homepage.aspx>

## **6. Our approach to teaching pupils with SEN**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following, diagnostic testing and recommendations from professionals including external agencies.

## **7. Adaptations to the curriculum and learning environment**

St Wulstan's Catholic Primary School will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specific reasonable adjustments following recommendations from external agencies.

## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions.

These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEN:

- Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service
- Visual and Hearing Impairment teams, Staffordshire County Council
- Behaviour Support service, Entrust
- Education Psychology service, Staffordshire County Council
- Local Support Team, Social Services
- CAMHS (Childhood & Adolescent Mental Health Service)
- Dove
- Arch

- North Staffordshire Young Carers Association

## 9. Expertise and training of staff

At St Wulstan's Catholic Primary School:

- Our SENCO has 5 years' experience in the role. She is allocated 2.5 days a week to manage SEN provision across the school.
- We have a team of experienced teaching assistants, including 5 who are trained to deliver SEN provision. Where a pupil's needs are complex, county may provide some hours of funding for a 1:1 keyworker. However this is only where the need is significant/enduring and/or life limiting.
- In the last academic year, staff have been trained in Same day catch up in Maths, SUMO wellbeing training, Star Outcomes, Level 2 Safeguarding, SENCO updates, P4C Lunchtime provision planning, Maths Mastery variance training,
- We use specialist staff for supporting pupils with hearing impairment. We work closely with specialist staff from other agencies to meet the needs of pupils with significant enduring and /or life limiting medical conditions.

## 10. Evaluating the effectiveness of SEN provision

At St Wulstan's we evaluate the effectiveness of the provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their pupil passport targets each term and identifying measureable progress towards the desired outcomes and report to parents/guardians.
- Reviewing the impact of interventions after approx. 10 weeks, or sooner if the need arises.
- Pupil voice activities
- Monitoring by the SENCO – drop-ins/learning walks/SEN paperwork scrutiny & book trawls.
- Using pupil passports to measure individual progress, and a whole school provision map to inform whole school progress data for those pupils with SEN.
- Holding Annual Reviews for pupils with EHC plans

## 11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

St. Wulstan's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Standon Bowers and York.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St. Wulstan's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

- Disabled parking bay in front of school gates.
- Internal steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Ramps to the mobile classrooms and the Foundation Stage building are in place to ensure the site is accessible to all.
- Internal stair lift inside the main entrance door of the school to provide access for all to the school hall.
- Accessible toilets.
- Appropriate width of the doorways and corridors.
- Railings and handrails alongside steps/slopes.
- Appropriate height of the Reception counter and the lunch service hatch.

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities. Parents/guardians/carers of children with SEN are encouraged to get involved in the planning of day trips and residential visits that their child will participate in during their time at St. Wulstan's with the relevant members of staff.

## **12. Support for improving emotional and social development**

The wellbeing of every child at St. Wulstan's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden is available for use by children at any time during the school day in a supervised manner. Children who find unstructured time outside class challenging can be provided with alternative small group opportunities within the school.

Additionally, the school follows an agreed Personal, Health, Social, and Emotional (PHSE) curriculum which is delivered in class on a regular basis through such opportunities as 'circle time'. These activities provide our children with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing.

St. Wulstan's has an anti-bullying policy. We are a Healthy School and we continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. Our '**Good to Be Green**' positive behaviour management system is school wide, is displayed in each classroom and is actively used each school day. Consistently good behaviour is acknowledged through end-of-half-term treats.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and action taken if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships etc.

- Support from a full time onsite Family Support Worker to resolve any pastoral issues with an in house referral system to ensure all issues are moved forward in a timely manner. The family support worker refers to external agencies where necessary
- Learning Support Assistants provide bespoke interventions on a case by case basis to support a pupil with significant or emergency needs.
- We have a zero tolerance approach to bullying.

### 13. Working with other agencies

If progress rates in any area of child development in our pupils with SEN continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the **SEN Register**. Parents/guardians will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs and Inclusion Service (SENIS).
- Behaviour Support Service.
- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- Social Services.
- School Nurse.
- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.
- Dove
- Arch

Recommendations from external agencies are shared with parents/guardians, inform pupil passport target setting and are reviewed as part of the four part APDR review cycle. Regular multidisciplinary Team around the Child (TAC) meetings are held at St. Wulstan's for those pupils with complex needs. Pupils with SEN at St. Wulstan's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an [Education Health Care plan \(EHCP\)](#) being provided.

## **Our Lady & St Werburgh's Catholic Primary School – Detailed SEND Information**

### **1. Efforts to Achieve the best outcome:**

- Our Lady & St Werburgh's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.
- Every teacher at Our Lady & St Werburgh's is a teacher of every child in their class including those with SEN. All our pupils have access to a broad and balanced curriculum. To ensure that these aims are met to deliver the best outcomes for all our pupils all stakeholders work together contributing to our provision for pupils with SEN.

### **2. The kinds of SEN that are provided for**

Our Lady & St Werburgh's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

- Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.
- Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.
- Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.
- Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder) and Moderate and multiple learning difficulties.

### **3. Consulting and involving pupils and parents/guardians**

At Our Lady & St Werburgh's Catholic Primary School we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/guardians' concerns plus the views of the pupil themselves
- Everyone understands the desired outcomes sought for the child which will be listed on an individual Learning Passport
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and shared with parents/guardians where relevant
- We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEN support.
- We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.
- We ask for written consent from parents/guardians for inclusion on our SEN register.

### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The **Assess, Plan, Do, Review** cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Supporting pupils moving between phases and preparing for adulthood**

A number of strategies are in place to enable the effective transition of pupils and are listed below.

##### **Upon entry:**

- On entry into the Foundation Stage at Our Lady & St Werburgh's, a planned programme of visits are provided in the Summer Term for children starting the following September.
- Parent/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
- The SENCO meets with all new parents/guardians of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
- If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at Our Lady & St Werburgh's mid-phase, or for those pupils who have the most complex and enduring additional needs.

##### **Transition to the next school:**

- Transition meetings are held between the Year 6 class teachers and SENCO at Our Lady & St Werburgh's and the Head of Year teachers/SENCOs from feeder high schools.
- A programme of visits to the chosen high school is organised for the children before they transfer.
- Additional transition visits can be arranged, in conjunction with the pastoral staff and/or SENCO at the chosen high school, for more vulnerable children.
- For pupils transferring to other local schools, the SENCOs of both schools will liaise to discuss the needs of children with SEN in order to ensure a smooth transition.
- The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding high school choices.

- Parents/guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.
- Parents/guardians will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice website. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoic e/homepage.aspx>

## **6. Our approach to teaching pupils with SEN**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following in-school diagnostic screening or, if necessary, specialist assessments and recommendations where external agencies are involved in specific support.

## **7. Adaptations to the curriculum and learning environment**

At Our Lady & St Werburgh's Catholic Primary School we will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specific reasonable adjustments following recommendations from external agencies.

## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions.

These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEN:

- Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service
- Visual and Hearing Impairment teams, Staffordshire County Council
- Behaviour Support service, Entrust
- Education Psychology service, Staffordshire County Council & HSR Psychology Services

- Local Support Team, Social Services
- CAMHS (Childhood & Adolescent Mental Health Service)
- Dove

## **9. Expertise and training of staff**

At Our Lady & St Werburgh's Catholic Primary School:

- Our SENCO has successfully completed the NASENCO qualification and has 3 years' experience in this role and is allocated 2 days a week to manage SEN provision across the school
- We have a team of experienced teaching assistants who are trained to deliver SEN provision. Where a pupil's needs are complex, it may be possible to secure Local Authority funding for a 1:1 keyworker. However this is only where the need is significant/enduring and/or life-limiting.
- In the last academic year, staff have been trained in Cued Articulation (supporting pupils with difficulties in speech sound production), Emotional Literacy Support, Tier 2 Autism training, dyslexia support, sensory processing difficulties, Level 2 Safeguarding, SENCO updates and Maths Mastery variance training,
- We employ the services of an Independent Speech Therapist and an Assistant Educational Psychologist to support pupils with specific needs that require specialist input but are unable to access this specialist support immediately. We work closely with specialist staff from other agencies to meet the needs of pupils with significant enduring and /or life limiting medical conditions.

## **10. Evaluating the effectiveness of SEN provision**

At Our Lady & St Werburgh's we evaluate the effectiveness of the provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their pupil passport targets each term and identifying measurable (small steps) progress towards the desired outcomes;
- Reporting to parents/guardians at least once per term;
- Reviewing the impact of interventions after approx. 10 weeks, or sooner if the need arises;
- Including the pupil at every stage of their support so that it is meaningful and appropriate;
- Regular monitoring – drop-ins/learning walks/SEN paperwork scrutiny & book trawls carried out by the SENCO;
- Using learning passports to measure individual progress, and a whole school provision map to inform whole school progress data for those pupils with SEN.
- Holding Annual Reviews for pupils with EHC plans.

## **11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Our Lady & St Werburgh's Catholic Primary School is an **inclusive** school and we strive to support **all** children to enable them to meet their potential and achieve at school. In order to do this, many steps are taken to support them through their learning journey at our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Standon Bowers (Y5) and York (Y6).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our Lady & St Werburgh's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

- Disabled parking bay in front of school gates;
- A fully accessible, single-storey site – there are no stairs or steps to impede entrance or exit;
- Accessible toilets;
- Appropriate width of the doorways and corridors;
- Railings and handrails alongside steps/slopes;
- Appropriate height of the Reception counter and the lunch service hatch.

At Our Lady & St Werburgh's we ensure that all children are fully included in all aspects of the wider school life, including activities outside of school and on school trips. Depending on your child's need, an individual risk assessment may be necessary to ensure that we can provide the best support and resources in place to enable your child to fully access and enjoy the activity or trip.

## **12. Support for improving emotional and social development**

The wellbeing of every child at St. Wulstan's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden is available for use by children at any time during the school day (supervised). Children who find unstructured time outside class challenging are supported with alternative small group opportunities or individual task-based activities within the school.

Additionally, the school follows an agreed Personal, Health, Social, and Emotional (PHSE) curriculum which is timetabled on a weekly basis every class. This year we are starting Ten:Ten - a new Relationships Education Curriculum designed by the Archdiocese of Birmingham. The learning activities within this specialist programme provides all children (EYFS – Year 6) with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing with an understanding of how this works within the Catholic faith.

Our Lady & St Werburgh's has an anti-bullying policy. We are a Healthy School and we continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. Exemplary actions, words attitude and behaviour is acknowledged every week in the Golden Book and celebrated in Merit Assembly every Friday.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and appropriate action is taken, if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships etc.
- Our SENCO provides bespoke Emotional Literacy Support interventions on a case by case basis to support pupils with significant or emergency needs.
- We have a zero tolerance approach to bullying.

### **13. Working with other agencies**

If progress rates in any area of child development in our pupils with SEN continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the **SEN Register**. Parents/guardians will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs and Inclusion Service (SENIS).
- Behaviour Support Service.
- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- Social Services.
- School Nurse.
- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.
- Dove Bereavement Services

Recommendations from external agencies are shared with parents/guardians, inform pupil passport target setting and are reviewed as part of the four part APDR review cycle. Regular multidisciplinary Team around the Child (TAC) meetings are held in school for those pupils with complex needs. Pupils with SEN at Our Lady & St. Werburgh's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an [Education Health Care plan \(EHCP\)](#) being provided.