# The Rosary Catholic Primary School

**Telephone No 0121 464 4519**

[**www.rosaryrc.bham.sch.uk**](http://www.rosaryrc.bham.sch.uk)

## **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY**



*“Jesus Christ, son of Mary, Son of God, is the centre of the Rosary community where we live, love and learn together”*

**Based on the values and principles of the UN Convention on the Rights of the Child.**

**2024 – 2025**

**Adopted: October 2023**

**Review: October 2024**

This policy has been written by Mrs S Banks – SENCO (TDA Postgraduate Certificate in Special Educational Needs Co-ordination – National Award) in conjunction with Miss S Khatoon - Assistant SENCO (Post Graduate Certificate for the National Award for SEN Co-ordination), Ms M Higgins (SEND Governor), SLT, staff and parents (through consultation).

*Our school is committed to the UN convention on the rights of the child. This policy reflects the following articles;*

*Article 2 – Non-discrimination*

*Article 3 – Best interests of the child*

*Article 12 – Respect for the views of the child*

*Article 13 – Freedom of expression*

*Article 23 – Children with a disability*

*Article 28 – Right to education*

At The Rosary Catholic Primary School we ensure that we include all children to enable them to achieve their best, become confident individuals and make a successful transition into adult hood. Following the introduction of the Special Educational Needs and Disability Code of Practice (Sept 2014) this policy has been updated to reflect appropriate approaches and principles for effective teaching. As a Catholic school, we have a strong belief that the teachings of Jesus form the ethos of inclusion within our school.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs. This policy recognises the entitlement of all pupils to a broadly based and balanced curriculum. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and/or Disabilities (SEND).

**Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE; February 2013
* SEND Code of Practice 0 – 25 (September 2014)
* Schools SEN Information Report Regulations (2014)
* Statutory guidance on Supporting pupils at school with medical conditions; April 2014
* The National Curriculum in England Key Stage 1 & 2 framework document
* Safeguarding policy
* Accessibility plan
* Teachers Standards 2012

This policy has been written to reflect the emphasis upon co-producing in the new Code of Practice. Stakeholders involved include; Mrs S Banks (SENCO), Miss M Higgins (SEND Governor), SLT, staff and parents.

**Aims and Objectives**

Our principle aim is to create an atmosphere of encouragement, respect for achievement and sensitivity to individual needs through the following means;

* To identify and provide for pupils who have special educational needs and additional needs.
* To work within the guidance of the SEND Code of Practice 2014; to ensure an appropriate environment in which pupils can achieve their learning potential.
* To ensure each pupil is able to reach their full potential; both curricular and extra-curricular.
* Aspirations of both the child and parents are placed at the centre of all that we do.
* To request and respond to parent/carers and pupils views in order to achieve effective working partnerships.
* To identify the roles and responsibilities of all staff in providing for pupil’s special educational needs.
* To ensure a high level of staff expertise to meet individual needs, through targeted professional development.
* To ensure a developing feeling of self-esteem within all pupils
* To provide appropriate teaching support as necessary including; grouping, support & resources.
* Ensure that reasonable adjustments are made to enable all pupils to have full access to all elements of the school curriculum.
* To ensure that pupils with medical needs are fully included in all aspects of school life.
* To work in cooperation and productive partnerships with external agencies to ensure that there is a multi-agency approach to meeting the needs of all pupils.

**Identifying Special Educational Needs**

At The Rosary Catholic Primary School we identify the needs of pupils by considering the needs of the whole child; which will include not just the special educational needs but a range of other areas. Areas which may have an impact on an individual’s progress and attainment include;

* Disability
* Attendance and Punctuality
* Health and Welfare
* EAL
* Being in receipt of Pupil Premium Grant (PPG)
* Being a Looked After Child (LAC)
* Being a child of a Serviceman/woman

**Types of Special Educational Need (SEN)**

SEN is divided into 4 broad categories of need;

Communication and Interaction: Children with speech, language and communication needs (SLCN) who experience difficulty in communicating with others. This may be because;

* they have difficulty saying what they want to
* they have difficulty understanding what is being said to them
* they do not understand or use social rules of communication
* they are on the Autistic Spectrum, including Asperger’s Syndrome

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

Cognition and Learning: Children who find learning, thinking and understanding more difficult than their peers. They may;

* take longer to learn important skills
* find it more difficult to remember things such as the important words for reading and times tables facts
* find it difficult to understand how to use letter sounds to read and spell words
* need more time to think about their answers
* have a Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia or dyspraxia

Social, emotional and mental health difficulties: Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Things these children may find difficult include;

* following rules set by others
* sitting still for extended periods of time
* listening to and following instructions
* understanding how they are feeling
* making friends
* dealing with their difficulties in a way that does not cause harm to themselves or others
* taking responsibility for their actions

This may also include children suffering from anxiety or depression, those who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Sensory and/or physical needs: Children who have a disability that may make it difficult for them to manage their everyday life without adaptations to the environment or support within school. These difficulties may include;

* hearing or visual impairment
* physical disabilities
* motor skills difficulties
* medical needs

We understand that many pupils will have difficulties in more than one of these areas and we will always strive to meet all of the individual pupil’s needs. Provision is continuously monitored and adapted to ensure that this is effective.

Pupils who may be experiencing issues with their behaviour will not automatically be registered as having SEND. They will be supported appropriately to ensure that the underlying reasons for the behaviours are addressed.

**A Graduated Approach to SEN Support**

It is the class teacher’s responsibility to ensure that all children are supported within lessons using a range of teaching and learning strategies appropriate to their needs. This means that activities are planned according to the level the pupil is working at. This approach is known as Quality First Teaching.

For some children, Quality First Teaching isn’t enough to ensure progress and so targeted support may be required. This will mean;

extra support within the classroom with specific targets to ensure progress

small group work, possibly outside of the classroom, focusing on specific targets

There may be some pupils who have a higher level of need and may require an individualised programme of support. This may include;

acting on advice from other professionals e.g. external agencies

1:1 intervention programmes

At The Rosary, we have a variety of different ways to assess whether a pupil has Special Educational Needs, some of these ways include;

* Observations
* School based assessment results & use of the Literacy & Language continuums
* Information from parents and carers
* Information from the pupil
* Specialised assessments completed by members of the school’s support services
* Information from previous settings or schools
* Results from end of key stage assessments
* Discussions with staff who work with the pupil on a regular basis
* Information from doctors, paediatricians or other medical professionals

Following Quality First Teaching, adapted planning and provision a pupil may be identified as having a special educational need, a graduated approach to the support provided will be taken. This means that an ‘assess, plan, do, review’ approach to support will be undertaken. At the review stage any changes will be made to support if appropriate.

In line with the Code of Practice, provision for any pupil identified as having special educational needs is the concern of every member of staff within school. All stakeholders in school have a responsibility to ensure that this provision is effective and accurate.

*All teachers are teachers of children with special educational needs.*

For pupils who require additional support for social or emotional needs, we have a team of Learning Mentors who are able to provide this support within school. This may include group sessions, 1:1 mentoring or play therapy amongst other support options. If a pupil would benefit from more specialised support, external agencies may be contacted. Parents will always be consulted if we feel that your child would benefit from such support.

*How does the school know how much progress is being made by pupils with SEND?*

Each pupil’s progress, including those with identified SEND, is continually monitored and tracked by the class teacher and Senior Leadership Team using the school’s assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning alongside more formal approaches such as curriculum testing.

At The Rosary, we also use the Birmingham Language and Literacy Toolkit and the Maths Toolkit which both support us in tracking a pupil who is making small steps of progress within the core subjects.

For those pupils for who class based support has not been effective in helping them to make good progress, a more specific approach may be taken. The Individual Target Plan (ITP) process may be introduced; using the Language and Literacy continuums targets are set and used in all curriculum planning to help move the pupil forward. This process is also known as ‘the purple folders’ within our school.

Pupils with SEND are set individual targets which are reviewed at least three times per year by relevant staff together with parents or carers e.g. ITP review meetings, parents’ evening or Annual reviews. The ITP process means the pupils are set targets appropriate to their individual needs in small, manageable steps to enable progress across the curriculum. This allows the school to monitor how effective interventions are.

*How are parents/carers of pupils with special educational needs or disabilities involved in the education of their child?*

We understand the vital role parents and carers play in the success of our pupil’s achievements which is why we ensure that we remain as approachable and available as we can. Therefore, our school has an ‘open door’ policy which means the views of parents are welcome and encouraged at all times.

We aim to ensure that parents are regularly involved in the education of their child through different means, including;

* Regular contact with the SENCO & Assistant SENCO along with relevant school staff
* Target setting so that parents are aware of what their child is working towards
* Parental views
* Home/school books where appropriate
* Regular curriculum information provided through weekly newsletters
* Home reading records
* Information provided on the school website
* Parents’ evenings
* Parent workshops on a range of subjects e.g. reading
* Signposting to support and activities outside of school
* Regular SEND parent coffee mornings

*How does the school involve pupils with SEND in their own education?*

We aim to involve all pupils in the school in the evaluations and implementation of their own education. For pupils with SEND we use a range of strategies to ensure their views are conveyed including;

Involving pupils in setting their own targets

Self-assessment against individual targets

A range of equipment available from which the pupil can choose

Ensuring a range of peer support opportunities

Ensuring the pupil is aware of who they can go to if they require support

Membership of groups across school e.g. the school council, Faith council

One page profiles

Communication aids e.g. cards, signing, symbols

Visual timetables

Monitoring and evaluation

The school SEND team, alongside the assessment co-ordinator, monitors the progress of pupils within the SEND system in school and provides all stakeholders with regular updates on the impact of the provision within school. The SENCO and SLT meet regularly to discuss the progress of pupils and review work across school. The SENCO and nominated Governor for SEND also meet regularly.

SEND Support Provision Plans (SSPPs)

SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting. The SSPPs are designed to be able to build up a picture of need and provision as well as to support effective information sharing demonstrating the graduated response over time.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional ‘top up’ funding for pupils who do not have an EHCP. The funding allocated is based upon the number of Support Units deemed necessary to support the school or setting in implementing the provision written in the plan.

Parental permission is required for information sharing and applications submitted without this are not able to be considered.

Requesting an Education, Health and Care Plan (EHC plan)

Following support within school, possibly through a SSPP, a pupil may still be making limited progress and therefore, in conjunction with external agencies, we may decide to make an application for an EHC plan. The local authority will be provided with evidence of the pupil’s progress over time including, among others;

* Previous target setting documents e.g. ITPs
* Records of meetings
* Records of a pupils medical or health requirements
* Attainment across core subjects
* External agency advice/reports
* Views of pupils/parents

The Education, Health and Care plan is an exciting way of working that puts the child, young person and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person centred planning and is all about increasing family choice and control. This process focuses on what is important for children and young people – what they want now and in the future.

The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

**Supporting pupils and families**

Alongside the support available in school, there are several other support mechanisms accessible to families;

The Birmingham Local Authority’s local offer can be found at:

<https://www.localofferbirmingham.co.uk/>

The **Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)** is a service that provides support, information and advice to parents of children with SEND in Birmingham. Their contact details are as follows;

Telephone: 0121 303 5004
E-mail: sendiass@birmingham.gov.uk

Other organisations may be able to help including your GP, Autism West Midlands, Edward’s Trust or FTB (Forward Thinking Birmingham) among others. If you would like further details for any of these organisations, please contact Mrs S Banks (SENCO).

Supporting pupils and families during transition

We aim to ensure that times of transition are as smooth as possible for all of our children. Where appropriate, when joining school in Nursery or Reception we use a range of strategies including;

* Meeting with the child and their parents to discuss their needs and answer questions about our school
* Discussing the child with staff at their previous setting/visiting as appropriate
* Providing the child with a transition book (social story) that may include photographs of key staff members and areas around the school
* Reading reports from others involved with the child
* Arranging a programme of visits prior to the start to ensure familiarity
* Providing one page profiles for staff working with the child which detail key information

Based on individual needs when moving from one year group to another we use the strategies above and may include;

* Introducing the child to their new teacher and support staff prior to the move
* Providing a transition book for use at home during the holidays
* Talking to the child and family to ensure any questions are answered

 For children with SEND, when moving to a new school we;

* Hold a meeting with a key member of staff (usually the SENCO) from the new school to ensure they understand what the child needs in order to learn well and be happy
* Organise an individualised programme of transition which includes additional visits to the school, as appropriate
* Talk to the family to ensure any questions are answered as fully as possible

**Supporting Pupils with Medical Conditions**

At The Rosary Catholic Primary School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an EHC plan which brings together health and social care needs, in these cases the SEND Code of Practice is adhered to.

For further details on how we support pupils in school with medical conditions, please contact the school office on 0121 464 4519.

**Roles and responsibilities**

Mrs S Banks is the SENCO within school and her day to day role involves;

* overseeing the implementation of the school’s SEND policy
* co-ordinating provision for children with SEND
* advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* liaising with parents of pupils with SEND
* being a key point of contact with external agencies, especially the local authority and its support services
* liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
* working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
* ensuring that the school keeps the records of all pupils with SEND up to date

Miss S Khatoon is the Assistant SENCO. She supports all of the roles within the SENCO responsibilities and works closely with Mrs Banks to ensure effective SEND support across school.

Mrs A Norris (Head Teacher) is the Designated Senior Lead (DSL) for Safeguarding within school. Mrs S Banks (DDSL-Deputy Head), Miss V Sharp (Assistant Head Teacher), Mrs R Percival (EYFS lead) & Mr J Perkins (Senior Learning Mentor) have all received safeguarding training.

Mrs Norris (Head Teacher/Assessment co-ordinator) is responsible for managing the Pupil Premium Grant (PPG).

The Governing Body of the school has a responsibility to ensure that the provision for pupils with SEND is accurate and effective and therefore have a nominated SEND Governor to liaise with school. This position is currently held by Ms M Higgins.

**What can I do if I am not happy with the provision for my child?**

If you have a complaint about the school’s provision for your child which cannot be resolved by the class teacher or the SENCO, please contact the Head Teacher, Mrs A Norris via the main school office on 0121 464 4519. We will do everything we can to address and resolve the problem.

Our school and Governing body take all complaints very seriously and will act upon these on an individual basis. For further details about the school’s complaint procedure and policy please contact the school office.

**Reviewing the Policy**

Our Special Educational Needs & Disability policy will be reviewed annually.