

St Thomas of Canterbury RC Primary School



Special Educational Needs and Disability Policy

2024-2025

Mission Statement

We are a Catholic family and welcome all into our vibrant community. We strive to make Jesus the centre of our lives. Each person is unique and we seek to inspire each other towards knowledge and joy as children of God. We nurture everyone to reach their full potential.

Together with God, we reach for the stars. (children's version)

Aims:

- To provide for all pupils in an inclusive environment and fully believe that 'Every Child Matters.' We want all our children to:
 - Be fully included
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being
- To have high ambitions and set stretching targets
- To track progress towards these goals
- To keep under review the additional or different support

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. '(SEND Code of Practice 2014)

School Context

We are a two-form entry maintained Catholic VA primary. Our school is ethnically diverse with 15 out of 17 possible ethnic grouping represented. The largest single ethnic group are of Black African heritage. Over 55% of pupils have English as an additional language (EAL). School's intake comes mainly from families experiencing high levels of socio-economic deprivation, with more than double the national average (45%) receiving free school meals. School was judged Outstanding at its last Ofsted inspection in 2010.

If you have a concern about your child, in the first instant you should contact their class teacher.

SENCO:

Jade Tuson jade.tuson@salford.gov.uk

Leigh McDonagh leigh.mcdonagh@salford.gov.uk

This policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are made known to all who are likely to teach them. The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

- Single Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Accessibility Plan
- Safeguarding Policy

At STOC we believe:

- that all pupils share the right to a broad and balanced curriculum
- that our curriculum will provide planning and provision for individual children and make reasonable adjustments to enable their full participation.

- that every child matters

Role and Responsibilities of the Class Teacher:

- Have high ambitions and set stretching targets
- Track progress towards these goals
- Ensure effective delivery of a broad and balanced curriculum
- Include all children fully in the life of the school
- Provide high quality differentiated and personalised teaching to meet the needs of all children
- Monitor the progress and achievements of all children
- Ensure an inclusive approach to teaching and curriculum delivery
- Plan and deliver to actively remove barriers to learning for children
- Work closely with parents and consider their views
- Consider the views and wishes of the child
- Keep under review the additional to or different from provision made for all children
- Promote positive outcomes in the wider areas of personal and social development

Role and Responsibilities of the SENCO:

- The Role of the SENCO is defined in the Code of Practice 2014 and outlined in Appendix (i).

Role and Responsibilities of the Head teacher

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for the children with SEND. He will keep the Governing Body fully informed. At the same time, the head teacher will work closely with the school's SENCOs. The Head teacher will ensure that the Governors' responsibilities will be met.

Role and Responsibilities of the Governing Body

These are clearly defined in the SEND Code of Practice 2014 as follows:

- Use best endeavors in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND
- Ensure the school produces and publishes online its school SEND information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer

Our SEND Governor is Tony Leith (since March 2018). He is also Chair of Governors (September 2019)

Guiding Principals:

At STOC we believe that:

- the uniqueness of each child should be valued
- all pupils share the right to a broad and balanced curriculum and engage in the majority of activities alongside their peers
- our curriculum will provide planning and provision for the needs of individual children and make reasonable adjustments to enable their full participation and ensure that they are not treated less favourably
- resources should match the individual needs of all children
- children and parents should be fully engaged, consulted and involved

- children should achieve their best
- children should be confident individuals living fulfilling lives
- children should make a successful transition into adulthood

Definition of SEND

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- We support and provide for children with a disability, children who are gifted and talented, children who have English as an additional language and children with medical conditions, whilst at the same time being mindful of the fact that these alone do not necessarily constitute SEND.

SEND provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

The Code of Practice suggests that it is helpful to see children's needs and requirements in the following areas:

- social, emotional and mental health
- cognition and learning
- communication and interaction
- sensory, medical, physical

Identification, Assessment and Provision

Provision for children with SEND is a matter for the school as a whole. All teachers are teachers of SEND and quality first teaching of a high standard will meet the needs of the majority of children. The class teacher is responsible for the progress and attainment of all children including those with SEND. All teachers are aware of individual responsibility to provide differentiation in all subjects and at all stages. This is highlighted through curriculum planning and Individual Education Programmes when necessary. Teachers' awareness of SEND is reflected in all policies. The majority of children will learn and progress within these arrangements.

At the heart of the work of our school is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of all of our children.

Those with SEND will receive support that is additional to or different from the provision made for other children. At STOC, we aim to identify children with particular needs on admission, throughout the Foundation Stage and as the move through the school. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests, which will enable peer group comparisons to be made. In making assessments to consider the whole child, we must accept that gifted children often require additional resourcing to extend and fully develop their potential. Our school will endeavour to respond to these particular needs. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

The Code of Practice for SEND 2014 suggests that schools adopt a Graduated Response Model to its provision as set out below:

Our approach to this graduated response is through a Plan, Do, Assess and Review Cycle. We have adopted the Salford model, which requires us to identify Support Intervention Bands A, B and C as part of this graduated response.

When a class teacher or the SENCO identifies a child with SEND, the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The triggers for intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management systems employed by the school
- has sensory or physical difficulties which create barriers to learning
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum..
- A child will be removed from the SEND list when there are no longer any concerns.
- A child cannot be removed from the SEND list without consulting the SENCO

The SENCO and the class teacher will decide on the support needed to help a child to progress in the light of their earlier assessment. This may include:

- differentiated learning materials and or special equipment
- some group or individual support
- extra adult time
- Intervention Programmes

In the Early Years external support services will be consulted for advice, assessment and strategies to support a child's progress. School will implement the advice offered.

The triggers for further intervention in the Early Years will be:

- If a child continues to make little or no progress in specific areas of SEND over a period of time
- If a child continues working at National Curriculum levels substantially below those of children of a similar age
- If a child continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Referral for an Education, Health and Care Plan

If a child's needs are so severe and complex that they cannot be met within the school's existing resources, statutory assessment may be requested of the LA, with support of the parents.

This will involve submitting evidence of the school's interventions and support and may result in the LA providing an Education, Health and Care Plan for the child, which will bring with it additional resources. The school is committed to engaging both the child and the parents in the process from the start. The school will work closely with the LA throughout the process. School will also give parents personal support and guidance as appropriate. An interpreter is booked for parents with EAL.

Admission Arrangements

We welcome through normal LA admission arrangements, pupils with SEND, provided that we have appropriate resources available to meet their needs. We will make every reasonable adjustment to accommodate the needs of SEND children. We will make arrangements to visit the child in their current setting, in order to inform us of any reasonable adjustments, which we will have to make, thereby safeguarding the child.

Partnerships with Parents

We believe at STOC that parents are the first educators of their children. We recognise the crucial role that they play. Parents have a right to participate and be involved in all aspects of their children's schooling. We aim to foster good communication by inviting parents to take part in all discussion and decision making regarding children with SEND. An interpreter is booked for parents with EAL. Parents are also encouraged to bring a friend to meetings.

When a teacher is first concerned about a child's progress, parental support is sought. This may be by personal contact or by letter inviting the parent for discussion. This may be the class teacher at first and later if necessary by the Head teacher/SENCO. Parental help is encouraged with individual programmes e.g. Reading/Maths and behaviour contracts. They are invited to contribute to the IEP and to accompany their children on school trips if they wish to do so.

Child Participation

Children are actively involved in all aspects of their education and their views are sought about their progress and their IEPs. Teachers are sensitive to their views and wishes. We aim to encourage pupils to track their own progress in all areas e.g. IEP targets, toolkits (Maths and English), pink and green highlighter pens, green pen, times tables challenges.

Continued Professional Development CPD

needs are identified through:

- Meetings with individual teachers to discuss progress, developments and needs.
- Exchange of good practice in school and with other schools
- SENCO updates
- Governor training and Governor updates
- Whole school training and development requirements are identified through provision mapping, whole school planning and SEND Policy review.

CPD Training delivered in recent years:

ELKLAN

Dyslexia

Autism

Autism in the Early Years

Safeguarding

SALT using Brian Lamb materials

ASD using Brian Lamb materials

Advanced Sensory training ASD

Passports ASD

Team Teach

Models and Images in Maths

Singapore Bar Model

SEND for NQTs

First Aid

Manual Handling Training

Attachment Theory

Speech Bubbles

Signing

Meeting the needs of Children with Downs in Mainstream

Care Plans (LOIS)

Numicon for Children with Downs

Team Teach positive handling training.

Developmental Language Disorder

Speech Sound Development

4 Stage of Communication

Stammering Awareness

Colourful Semantics

Emotion Coaching

Intensive interaction

Please note this list is not

exhaustive.

Role of External Agencies

At STOC, we have access to all of the following services:

- Hearing Impaired Service □ Visually Impaired Service
- Educational Psychologist
- School Nurse
- Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Parent Partnership
- Family Action
- Social Services Manchester and Salford
- Early Years Support
- Educational Psychology Service
- Child and Adolescent Mental Health Service
- Learning Support Service
- Paediatricians
- PIT
- Incontinence Nurse

Please note this list is not

exhaustive.

Complaints about the school's SEND provision

In the event of a complaint, please speak to the class teacher in the first instance. You should do so, whilst your child is registered with us.

Should the matter not be resolved, please refer the matter to the SENCOs (Jade Tuson **EYFS** and **KS1**, Leigh McDonagh **KS2**).

In the unlikely event that the matter is not resolved, you should speak with the Head teacher, after which time, if there is no resolution, you should put your concern in writing to the Chair of Governors.

If you do not feel your complaint has been resolved, please refer to the Schools Complaints Policy for further information. This can be found on the school's website and is also available upon request from school (See Appendix ii)

Evaluation of the Policy

SENCOs will report to Governors annually.

An SEND information report will be published on our school website in line with requirements of the new Code of Practice 2014.

This policy has been written in line with the new Code of Practice.

SENCOS

Next review- October 2025

Appendix (i)

The SENCO is responsible for:

- The day to day operation of the school's SEND policy
- Liaising with and advising colleagues
- Ensuring appropriate Individual Education Plans are in place and co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the delegated budget for SEN
- Liaising with parents and children with SEN
- Being a key point of contact with external agencies, support services and the LA
- Booking an interpreter for parents with EAL

Complaints Appendix (ii)

The Governing Body MUST:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Secure that, where the responsible person – the head teacher, the appropriate governors have been informed by the LA that a pupil has special educational need and those needs are made known to all who are likely to teach him and her.
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LA as appropriate, the Funding Authority and the governing bodies of other schools, when it seems to them necessary or desirable in the area as a whole.
- Report annually to parents on the school's policy for pupils with SEND.
- Ensure that the pupils join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible, with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice 2014 when carrying out their duties towards all pupils with SEND
- These roles and responsibilities will be made through the named Governor- Tony Leith

October 2024

SENCOS

Review Date: October 2025