St. Osmund's
Catholic Primary School



SEND Policy

Governors' Committee Responsible:	**Curriculum and Stewardship**
Governor Lead:	**Clare Hagan**
Nominated Lead Member of Staff:	**Emma Walsh**
Status & Review Cycle:	**Statutory Annual**
Date of initial inception:	**January 2018**
Date of Review:	**November 2025**
Date of Next Review:	**November 2026**
Signed (Chair of Governors)	**A. Cole**
Signed (Head Teacher)	M.Lunney

This policy should be read in conjunction with the following policies and documents:	• **Behaviour** • **Equalities Objectives** • **Medical Needs - Administration of medicines** • **Safeguarding & Child Protection** • **The Accessibility Plan** • **Health, Safety and Welfare** • **SEND Information Report**

1 Introduction

St. Osmund's Catholic Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils.

This policy is written in line with the requirements of the following Government legislation when carrying out its duties toward all pupils with SEND, including:

- **Part 3 of the Children and Families Act 2014**
- **The Special Educational Needs and Disability Regulations 2014**
- **The Education Act 1996**
- **The Special Educational Needs and Disability Code of Practice: 0-25 Years 2015**
- **The Special Educational Needs and Disability Regulations 2014;**
- **The Special Education Needs (Personal Budgets) Regulations 2014**
- **The Equality Act 2010**
- **Working Together to Safeguard Children 2013**
- **The Children Act 1989**
- **Supporting pupils at school with medical conditions 2014**

2 Key Personnel

- Headteacher Michelle Lunney
- SENDCo Emma Walsh
- Lead Governor for SEND Claire Hagan
- Chair of Governors Andrew Cole

This policy should also be read in conjunction with other school policies such as Behaviour Policy, Equalities Objectives, Medical Needs Policy, Safeguarding & Child Protection Policy and the Accessibility Plan

3. Definition of SEND (*SEND Code of Practice: 0-25 Years – January 2015)

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of Compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For our children, educational provision is that 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.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have SEND to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

At St Osmund's Catholic Primary School we abide by the SEND Code of Practice 0 – 25 Years 2015.

We ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The SEND Code of Practice places greater weight on partnership with parents and young people. The voices of the child and parents/carers play a key role in enabling children and young people with SEND to achieve their potential. Our school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

4. Inclusion

At St Osmund's the aim is that all children with SEND will join in the activities of the school together with other children, wherever possible. This includes lessons, playtimes, meal times, religious worship and school trips. The school is committed to inclusion for all children unless this would be incompatible with the provision of efficient education of

other children in the school. In addition, all children in the school will be made aware of the particular needs of individuals and their shared responsibilities to achieve smooth and happy inclusion.

All teachers take necessary practical steps to reach out to all the children in and out of the classroom in order to take account of pupils' varied life experiences and needs.

Inclusion is about the presence, participation and achievement of all our children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

5. Arrangement for access to the curriculum

Whenever possible children with SEND take part in all activities within the school and their needs are taken into account when planning outside visits and school journeys.
We follow the advice in the National Curriculum framework on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of SEND/EHCPs.

"All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with special educational needs and disabilities will be able to study the full national curriculum."
Special educational needs and disability code of practice: 0 to 25 years (6.12)

6. The Code of Practice (January 2015)- identification of need:

Special educational provision will be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

In more detail this means the following:

- Communication and interaction: speech and language difficulties
- Communication and interaction: autistic spectrum disorder
- Cognition and learning: general learning difficulties
- Cognition and learning: specific learning difficulties
- Behavioural, emotional, mental and social development
- Sensory and/or physical needs: physical difficulties/ medical conditions
- Sensory and/or physical needs: hearing impairment
- Sensory and/or physical needs: visual impairment

Our school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified SEND, this information may be transferred through SEND Support from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning; and
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from SEND.

In order to help children who have SEND, the school will adopt a graduated response that recognises there is a continuum of SEND and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an Education Health and Care Plan assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made.

7. The Local Offer:

Achieving for Children – children's services for both Richmond and Kingston, provide a Local Authority offer to children with special educational needs and/or a disability.

Local Offer is the term that the Department for Education (DfE) have chosen to describe the collection of information about the support that local authorities must make available

to help children and young people with special educational needs and disabilities and their families. The purpose of the local offer is to enable parents, carers, children and young people with SEND to see clearly, from a single and regularly updated source, the services available to local families and how to access them. Please find the link to the local offer here: **https://www.afclocaloffer.org.uk**

8. Personalised Budgets

If the provision is going to be delivered in school, the Acting Headteacher Michelle Lunney, will have to agree with the parents' view on what the budget is spent on, otherwise parents will have to re-think their request or they may have it turned down by the local authority (LA).

There a tight procedure within the LA to follow which will decide whether the parent is eligible to take charge of a Personal Budget:

There are 4 key criteria that any provision will have to meet:

1. There needs to be clear evidence that the outcomes from any provision are beneficial to the child dependent on their needs.
2. The provision has to be beneficial to the education outcomes as agreed by the school.
3. There have to be social opportunities.
4. There have to be health benefits to the child.

All of the above will have to be met and parents will have to provide clear evidence for all 4 areas in order to have any chance of being in charge of their child's budget.

9. Admissions Arrangements

All children will be admitted to the school according to the school's admissions policy.

SEND will not preclude a child from entry as long as the school is able to meet the child's needs.

Parents will be invited to discuss their child's possible needs at the earliest opportunity with the class teacher, SENDCO and Headteacher.

The SENDCO and class teacher will liaise with feeder schools and any other involved agency.

10. Facilities and resources for pupils with SEND

There is a learning support resource base, known as The Learning Zone, which can be used for individual and small group interventions. The Learning Zone is a well-resourced room opening off the KS2 area.

Central records for SEND are kept securely here.

In addition, there is a Group Learning Room opening off the KS1 area which can be used for individual or group interventions.

There is a computer, headset and a microphone, all for pupil use. School laptops are also available.

A Soundfield System and 'hush-ups' for chairs are available for use in classrooms for children with a hearing impairment.

11. Staffing

Mrs Emma Walsh is the SENDCO At present, the time allocated to the SENDCO is 2 days a week. Mrs Walsh teaches in reception class on Monday, Tuesday and Wednesday and fulfils the role of SENDCo on Thursday and Friday.

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND Children, those in receipt of the Pupil Premium Grant, those known to social services and any other children who may develop vulnerabilities during their time in school
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Managing learning support assistants and teaching assistants;
- Overseeing the records on all children with SEND;
- Coordinating Multi Agency Meetings (MAMs) when assessments towards an EHC Plan have been requested
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the local authority's support and educational psychology services (EPS), health and social services, and voluntary bodies (See Appendix 1: Who's Who: External Professionals - Autumn 2014)
- Organising SEND Support Plans and annual reviews;
- Presenting evidence to multi-professional assessments; and
- Acting as consultant to staff with pupils whose behaviour is challenging.
- Work collaboratively with parents/carers and Secondary schools to ensure a smooth transition for the child with SEND and timely and well-organised transfer of information

The Class Teacher is responsible for:

- identifying a child's SEND
- matching work to the individual child's ability (differentiation)
- monitoring the progress of individuals
- liaising with parents, children and the SENDCO
- liaising with the SENDCO and outside agencies
- providing guidance and working in collaboration with Support Staff

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.

Teaching assistants and learning support staff who work with children with SEND will be overseen by the SENDCO.

Additional support in school is provided where children are designated SEND Support. Some children receive peripatetic help from an external professional provided by the LA or NHS.

12. Evaluating the success of SEND provision

The SENDCO, Headteacher and governors will be responsible for including a report on the effectiveness of this policy in the annual report to parents. Comments will be requested from staff, parents and pupils as to the support received. The report will include budget, resources and staffing for SEND for the academic year.

13. Complaints Procedure

If parents/ guardians are not happy with the way in which the school is supporting their child, they should in the first instance contact the class teacher. If this meeting does not resolve the problem, then the SENDCO should be contacted for further discussion. If parents/ carers are still unhappy after this meeting then they should consult the Headteacher. If they are still dissatisfied they should complain to the governing body and in the last instance, to the Local Authority and the Secretary of State for Education.

Staged Approach:

Class teacher ⟶ SENDCO ⟶ Head Teacher

Governors ⟶ Local Authority ⟶ Secretary of State for Education

14. Governors

The governors of St Osmund's are invested and committed to ensuring that what is detailed in the SEND Report is implemented, thus ensuring that the needs of our SEND pupils are met: resulting in the best outcome for our children.

The governing representative for SEND is Andrew Cole.