



Our Lady and St Kenelm Catholic Primary School

Special Educational Need and Disability (SEND) Policy

Date Updated	October 2024
Policy Review Date	December 2026
SENCO	Catherine Hale

***'Bringing out the best in everyone, for the benefit of all,
in the Spirit of Christ'***



1. Introduction
2. Policy Statement
3. Definition of Special Educational Needs and Disability
4. Aims and Objectives
5. Responsibilities for Special Educational Needs and Disability
6. Identifying Needs and Assessment
7. Provision
8. Working in Partnership with Parents and Pupils
9. Working in Partnership with Other Professionals
10. Expertise and Training of Staff
11. Evaluating the Effectiveness of SEND Provision
12. Equal Opportunities
13. Admissions Arrangements
14. Complaints about SEND Provision

1. Introduction

At Our Lady and St Kenelm Catholic Primary School, we are committed to providing an inclusive education that meets the needs of all our pupils. This SEND Policy outlines our approach to supporting children with Special Educational Needs and Disabilities (SEND) in line with the Children and Families Act 2014 and the SEND Code of Practice (2015).

2. Policy Statement

This policy has been produced to inform Governors, Parents, Teachers, DFES and LA , Officers and Inspectors of the provision of Special Educational Needs in Our Lady and St Kenelm's School.

All members of the teaching staff were involved in developing this policy and given opportunities to make contributions.

This policy informs the annual target setting process and may influence discussion on value added.

It is intended that this policy will be reviewed biannually and adjusted accordingly.

3. Definition of Special Educational Need and Disability

According to the SEND Code of Practice (2015), a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes children who have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

SEND Code of Practice 2015 Introduction paragraph XIV

4. Aims and Objectives

Our Lady and St Kenelm's SEND policy aims to:

- Ensure that SEND is a whole school responsibility, requiring a whole school response
- Ensure that all pupils have access to a broad, balanced, and inclusive curriculum.
- Identify and address the needs of children with SEND as early as possible.
- Build partnerships with parents, pupils, and external agencies to support children's learning and development.
- Regularly assess and monitor pupils progress through out Assess, Plan, Do and Review cycle to ensure the relevant provision and support is provided.

- Promote high expectations for all pupils, regardless of their abilities or needs.
- Provide appropriate resources, training, and support for staff to enable effective teaching and learning for children with SEND.

5. Responsibilities for Special Educational Needs and Disability

The SENCO / Inclusion Manager will:

- Work with the Headteacher and SEND Local Governing Body member to determine the strategic development of the SEND policy and provision in the school.
- Map SEND priorities through a development plan that is set annually and reviewed internally termly. Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Be responsible for monitoring and evaluating the progress of students identified as SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching, including training.
- Advise on the graduated approach to providing SEND support.
- Maintain up to date SEND records including an accurate SEND register.
- co-ordinate Individual Education Plans for pupils, in conjunction with the class teacher and learning support staff through the Assess, Plan, Do and Review Cycles.
- Monitor the effectiveness of any special educational provision made and, where necessary, secure and cost relevant provision/intervention.
- Liaise with parents, external agencies and the local authority as required by the COP and statutory obligations to provide information on pupils' needs, provision and outcomes.
- Ensure SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.

Regular meetings are arranged to exchange information and maintain appropriate records with SENCO/Inclusion Manager, class teacher and support staff.

Specific information detailing the implementation of the Special Educational Needs and Disabilities Policy will be published in the SEN Information Report, accessible via the school website. The information published will be updated at least annually, with any significant changes to the information occurring during the year updated as soon as possible.

The SEND Governing Body Member will:

- Help to raise awareness of SEND issues at Governing Body meetings.

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Help to review the school's policy and provision for pupils with SEND.
- Assure the Governing Body that the school website publishes the SEN Information

The Headteacher will:

- Work with the SENCO/Inclusion Manager link and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND.

The Teachers will:

- Recognise that all teachers are teachers of SEND.
- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND.
- Implement inclusive high-quality teaching in their classroom, adhering to individualised support plans.
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.
- Recognise that SEND pupils may be additionally vulnerable to safeguarding issues such as online abuse.

6. Identifying Needs and Assessment

Initial identification is in most cases due to class teacher or parental concern about a lack of progress or observations of social, emotional or behavioural difficulties. Evidence is collated from the child's work, assessment data, observations and discussions with parent/s and child; and where necessary, other professionals.

We adopt a graduated approach to identifying and assessing SEND, which includes:

1. Identification: Regular monitoring of pupil progress, using assessments and observations to identify potential SEND.
2. Assessment: The SENCO will carry out further assessments and work with external specialists when necessary.

3. Support: Based on the assessment, appropriate interventions and support will be implemented.

7. Provision

We follow the graduated approach and the four part cycle of Assess, Plan, Do, Review as outlined in the SEND Code of Practice.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Learning Support Service, Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil daily. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCO, parent and pupil. This will inform the planning of next steps.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high-quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it.
- Providing staff with relevant training.
- Using recommended aids and equipment.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing small group or, on occasions, one-to-one interventions to focus on key skills.

8. Working with Parents and Pupils

Our Lady and St Kenelm's School aims to establish a good, early working relationship with the parents of a child with special educational needs and or disability. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' and pupils' views at least three times a year.

- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs.

Contact will be made by the SENDCo at least three times per year, either at Parents' Evening or at a meeting during the term.

"Children who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

The United Nations Convention on the Rights of the Child

Pupils are encouraged to play an active role in their education. The views of the pupil will be sought and considered. Targets will be set and discussed with them.

9. Working in Partnership with Other Professionals

We work with a range of external professionals to provide support for pupils with SEND> These include:

- Dudley Learning Support Service
- Educational Psychology for Everyone
- Behaviour Support Team
- Inclusive Pathways
- The School Nurse
- Reflexions
- NHS departments such as CAMHS, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Hearing Impairment and Visual Impairment Teams

We make every effort to follow the advice of external professionals in school to support the pupil.

10. Expertise and Training of Staff

It is a mandatory requirement for a SENCO to obtain the relevant qualification. Our SENCO, Mrs Hale holds, the required National Award for Special Educational Needs (NASENCO). The SENCO attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

We also have one member of staff currently working towards the new SEND NPQ qualification.

Members of staff are given the relevant training as required in response to pupil need.

11. Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress and attainment each term.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with EHC plans.
- Using annual pupil and parent questionnaires to gain feedback.

12. Equal Opportunities

All children of Special Educational Needs receive education suitable to their ability and needs, in accordance with the requirements of the National Curriculum.

13. Admission Arrangements

Children with Special Educational Needs are admitted into the school in accordance with the schools' Admission Policy.

14. Complaints about SEND Provision

Complaints about SEND provision We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents feel their child's needs are still not being met, they should make an appointment to see the Headteacher or SEND governor. If concerns are still unresolved parents may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS 01384 817373 Dudley SENDIASS | Dudley Council) or engage with the school's complaints procedure.

This policy is monitored by the Governing Body and is reviewed biannually.