



St. Peter's Catholic Academy

Special Needs Co-ordinator: Charlotte Parton

Academy Committee SEND Representative: Ursula Chadburn

OUR MISSION

"Together One Family, One Community in Christ."

St. Peter's Catholic Academy recognises that gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

St Peter's is a mainstream school which aims to include all pupils in all aspects of school life:

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Provide a caring environment in which our children are given the opportunity to develop their many potentials.
- Create a nurturing environment that children feel safe, secure, and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with SEND enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development (School Mission Statement).
- To involve pupils and parents in planning and any discussion making that affect them and their family.
- To provide all children with the opportunity to access the wider school community.
- Our policies for raising standards are for all children, therefore operating inclusive schooling for children with SEND. Early identification of difficulties and appropriate intervention will give children with SEND the best possible start to their school lives (DfEE- Excellence for all children).

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0-25 years (June 2014) states:

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 or mainstream post-16 institutions (Pg 4)

We also identify children as having Special Educational Needs (SEN) if their behaviour is such that they cannot; access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision

Identification and Assessment

Identification

St Peter's are committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as;

- Communication and interaction
Including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, emotional and mental health difficulties.

These four broad areas of need give an overview of the range of needs that should be planned for but school undertakes assessment in order to meet individual needs.

The school see the parental views as essential in identifying pupil's needs.

Decisions regarding pupil's needs are made through consultation with all parties involved with the child's care; this includes Parents/carers, specialists, as well as the school's *Special Educational Needs coordinator (SENCo)* and key staff.

Observations and behaviour records are carried out and shared with Parents/Carers on a regular basis. The amount of support is dependent upon your child's needs.

The class teacher draws up a Pupil Passport in collaboration with Parents/Carers and the Key Person, with the support of the *Special Educational Needs coordinator (SENCo)* where required.

This is reviewed each term. At the review the impact of the support will be assessed and moderated as appropriate.

Monitoring of progress is carried out termly and recorded; to ensure that the curriculum is ensuring progress in all areas.

If a parent has any concerns regarding their child's learning needs or disability then parents may wish to speak to the class teacher initially. The class teachers can then liaise with the SENCo or other appropriate staff, where applicable. The SENCO; Mrs Parton can be contacted through the school office.

The following sources of assessment information are taken into account:

- Nursery- Baseline Assessment
- Early Years Framework
- Y2/Y6- SATs
- Standardised testing- BPVS, Vernon, Salford
- Y1-Y6- termly mathematics and English tests
- Assessment of progression using teacher assessments/records.

A child identified as having English as an additional language is not classified under the SEN Code of Practice as having a Learning Difficulty. However, some of our children may have an English and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEND Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes.

Children with special educational needs will be supported by their class teacher and support staff in school. They may receive additional support in school, in class, on a one to one basis or within a group and sometimes this may take place outside the classroom environment. This support will be monitored and timetabled by the class teacher and SENCo. Children with special educational needs will have a pupil passport which will include the agreed support for your child and this will be kept in class. Parent will be provided with a copy. Effectiveness of this support will be monitored termly by the class teacher and SENCo during planned meetings and will follow the assess, plan do and review cycle. Parents will be consulted following these meetings by the class teacher and SENCo, if required.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage.

Class teachers will inform and involve parents where a child has been identified as requiring additional support. Intervention, support strategies and/or reasonable adjustments will be agreed with parents in order to achieve desirable outcomes.

The school uses Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this the Senior Leadership Team or SENCO will monitor through:-

- Formal and Informal lesson Observations
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision the SENCO will monitor through:

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEND Representative termly.

The progress of pupils with SEND will form part of the conversation at performance management meetings and pupil progress meetings.

Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

St. Peter's ensure that all children are fully included in the wider school life, including school visits, after school clubs and other events.

All trips and visits are staffed with appropriate ratio of adults to children unless one to one is required. St. Peter's will strive to use trip locations that are accessible and accommodate all. All areas visited are wheelchair accessible where necessary.

Social and Emotional Development for pupils.

The school supports overall wellbeing through pastoral, medical and social support.

Pastoral Support

For additional information see Behaviour policy.

Medical Support

If a child requires medical support the school will contact the School Nursing HUB to ask for support and a care plan will be completed alongside parents, if one has not already been provided by a Consultant. Parents can also contact the HUB to arrange this. If a child is under the age of 5 their Health Visitor will be contacted for support. For additional information see Supporting Children with Medical Conditions policy.

For additional information see Supporting Children with Medical Conditions policy.

Social Support

For additional information see Safeguarding policy.

Bullying

The school recognises that children with SEN are more vulnerable to become involved in incidents of bullying.

For additional information see Bullying policy.

Working Together with Pupils and Families

- Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The

school's designated teacher, Mrs R Snee, will work with the SENCO and academy committee to monitor the progress and provision for pupils with SEND who are looked after.

- The school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils there are regular parent consultations and an annual written report. For pupils with SEND meetings will be held three times a year to review the impact of their individual provisions and to review their next steps.
- SEN questionnaires are sent out annually to parents with children who have special educational needs to allow parents to express their opinions. Child friendly questionnaires are also completed by all children on the SEND register annually.
- We value the input of pupils around decisions to be made about their provision, where appropriate. Pupils will contribute to termly review meetings about their provision.
- The school welcomes the involvement of parents. Initially parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENCO or other appropriate staff, where applicable. The SENCO can be contacted through the school office.
- St. Peter's SEND information report can be found at-
<http://stpetersnewman.co.uk/provision-for-children-with-special-educational-needs/>
- The Local Authority's Local Offer can be found at www.stoke.gov.uk/localoffer

Admission Arrangements

See admissions policy.

Transition Arrangements

Transition arrangements are made for supporting children and young people in starting school, moving between year groups and schools. For children with SEN specific arrangements may be put into place to support their additional needs.

Transition days are planned in the summer term. Support for transition is matched to the needs of the individual. If parents feel that their child needs additional support they may speak to the class teacher who can help to arrange this.

For children with SEN specific arrangements may be put into place to support their additional needs. Class teachers can be contacted and will work with parents to enable these adjustments.

Training and Resources

How are resources matched to SEN?

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHC).

How are the training needs of staff identified and planned for?

St. Peter's identifies training needs through audits or through the needs of a class or a child in order to provide the correct support.

Specialist Involvement

Where parents and staff feel it would be beneficial the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Health Visitor services, Speech and Language Therapy, CAMHS and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- 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
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- 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 SEN up to date

The SEND Governor is Ursula Chadburn. The SENCO and SEND Governor communicate regularly regarding the overview of the schools arrangements for SEND and disability. The SEND Governor offers support and challenge around the quality and impact of SEND provision.

Complaints

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

Policy Review

This policy was reviewed in March 2023.