

St Patrick's Primary School

Special Educational Needs and Disability Policy (SEND Policy)

MISSION STATEMENT

As the pupils, parents, staff and governors of St Patrick's school:
OUR MISSION IS TO FOLLOW THE LOVING EXAMPLE SHOWN BY JESUS CHRIST

Introduction

St Patrick's is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of all our children. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning, providing challenge and support, encouraging everyone to become confident individuals, reach their full potential and live fulfilling lives.

What are Special Educational Needs or Disabilities (SEND)?

A child or young person has special educational needs or disability (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their time in school. A few children will need extra help for some or all of that time.

Special educational needs could mean that a child has difficulties in one or more of the following areas:

- communication and interaction – difficulties in expressing themselves, understanding what others are saying or interacting with others
- cognition and learning - difficulties in acquiring basic skills, specific difficulty with reading, writing, number work or understanding information or Autistic Spectrum disorders.
- social, emotional or mental health difficulties - making friends or relating to adults or behaving appropriately
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties
- medical or health conditions - which may slow down a child's progress and/or involves treatment that affects his or her education.

What is the purpose of this policy?

This SEND policy details how St Patrick's ensures, with due regard to the *Special Educational Needs Code of Practice 2014*, that the necessary provision is made for any pupil who has SEND and that their needs are met to enable them to equal access all areas of the curriculum and school life.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. Where a child has a statement or an EHCP, they will be admitted to the school and count towards the admission number. In line with Government legislation, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

How do we identify children as having special educational needs?

We use a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities of all our children. We continually assess each child's attainment and progress and use this information to ensure that their needs are being met.

In addition to data, we consider information from other sources, including:

- following up of teacher concerns
- following up parental concerns
- other services, such as health and care.

The curriculum is matched to your child's needs by the class teacher. If your child has Special Educational Needs or Disability (SEND), we provide SEN support and intervention programmes to assist in achieving good outcomes for our children.

Any concerns identified by Teachers will be discussed with colleagues and, if needed, the Phase Leader at phase meetings/ pupil progress reviews, to identify what support and strategies can be implemented to best support your child. If needed, a Pupil Passport will be completed to capture this additional and targeted support and shared with you. Any additional support is provided based on funding available within the school budget.

How do we plan the provision and how is this recorded?

In order to help children who have SEND, reasonable adjustments are made to ensure that every child is provided with a broad and balanced curriculum. We adopt a graduated response that recognises there is a continuum of special educational needs and disabilities, and bring in increasing specialist expertise to support learning. Wherever possible, adaptations are made within the classroom to enable learners to work amongst their peers, unless their needs dictate otherwise.

When concerns are identified for the first time, the class teacher will adjust provision for that child in order to meet their needs. Attainment, progress and targets are reviewed regularly at pupil progress meetings to ensure that provisions are supporting a child appropriately and adapted where necessary.

Key roles and responsibilities

The role of families

At St Patrick's we aim to work in partnership with parents at all times. We recognise that parents know their children best and that they therefore hold key information to contribute to identifying their child's needs. As their child's first teacher, parents also have a crucial role to play in providing the additional day-to-day support which their child may need. We encourage children to share their own views of their learning and progress and their opinions on how they can be supported.

The role of class teachers

Class teachers are responsible for promoting our school ethos which respects individuals' differences, maintains high expectations for all and promotes good communication between home and school. They are expected to be sensitive to the needs of all children and ensure that all learning is appropriately differentiated in order that children with SEND are enabled to learn alongside their peers whenever possible. It is also the responsibility of the class teacher to liaise with parents, set targets, identify

appropriate resources and direct additional adults. Class teachers liaise with the SENCo and specialists when they require additional support, or the needs are more complex.

The role of the Special Educational Needs and Disability Coordinator (SENCo)

The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND. The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The Role of the Governing Body

SEND is a regular agenda item for the Governing Body and there is a named SEND Governor who meets regularly with the SENCo to monitor the effectiveness of this policy. The SEND Governor is Steve Deadman, who is also currently Chair of the Governing Body.

What if the child's needs are significant and complex?

On occasion a child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. In this situation, the Local Authority will consider the case for an Education, Health and Care Plan (EHCP) Assessment of the child's needs.

Having completed an EHCP assessment, the LA may decide that an EHCP is necessary. All children with EHCPs will have annual targets set for them that have been established after consultation with parents, child, external agencies and the school. These targets will be implemented whenever possible in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

All statements and EHCP plans will be reviewed at least annually with the child, the parents, the school, any professionals involved and the LA invited to consider whether any amendments need to be made to the description of the pupil's needs or to the provision specified.

Monitoring and Review

This policy is monitored by the Governing Body and SENCo and it will be reviewed every year or earlier if necessary.

Agreed: April 2024

Review date: April 2025