

The Federation of All Saints and St. Margaret's Catholic Primary School

SEND POLICY 2018-19

OUR VISION STATEMENT:

Our vision is to create a happy, caring and stimulating environment where children will recognise and achieve their fullest potential whilst having fun on the journey, so that they can make their best contribution to society.

We are a place where:

- We are ordered and purposeful in what we do, but we like to laugh and have fun
- We see change as an opportunity to embrace
- A place of Christian values, where children learn respect for themselves and others
- A school community where children participate excel and are proud of our achievements.
- A federation between children, parents, staff, governors and the community as a whole

We value the partnership which exists between both schools and the part it plays in realising this vision.

At the Federation, we are committed to helping every pupil, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some pupils may require more support than others and we aim to plan accordingly.

The SEN policy covers pupils with needs which require provision that is different from or additional to that made generally for pupils of the same age. This includes those with learning difficulties, a disability or particular medical need.

The governing body recognise that all children have the right to a broad and balanced curriculum and that all children have different needs and are therefore unique individuals. The governing body therefore realises the significance of providing a school where every child can reach his/her full potential. The governing body continue to develop the school so that the ethos, organisation and culture of the school encourage and support pupil participation.

2 How we define SEND

A pupil has special educational needs if they have a learning difficulty that needs extra educational provision to be made in order for them to make progress. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupil of the same age.

Education Act 1996

A student with a disability is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy.

Disability Discrimination Act 1995

Medical needs are those which result in pupils regular or prolonged absence from school and which has a significant impact on their education.

Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities DfE January 2013

Related policies:

- *Disability policy*
- *Access plan*
- *Equal opportunities*
- *SEND information report*

3. How we meet the needs of pupils with SEND

We aim to meet the diversity of children's learning in a mainstream setting by way of:

- a broad and balanced curriculum which is relevant to their strengths and needs
- high quality teaching that is differentiated and which results in progress
- an appropriate level of challenge
- promoting a positive attitude and resilience

To meet our aims, we will provide additional support where appropriate in line with the SEND Code of Practice 2014

Procedures for Pupils with Medical Needs

Any pupils with medical conditions will be supported through liaising with parents and medical professionals to plan, co-ordinate and monitor educational provision and progress.

b) Pupils with Special Educational Needs and Disabilities

We keep a register of SEND pupils. We coordinate their provision in accordance with the SEND Code of Practice 2014, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. We monitor progress and learning for these pupils through the use of existing school assessment information. Parents/carers are kept informed of progress and welfare through regular meetings throughout the year. Where appropriate, the SENCo will contribute to and review termly with parents the pupils Statements of Educational Need or Education, Health and Care Plans (EHCP). Pupils are actively encouraged to take a central role in reviews, which are part of our child-centred learning plans.

Roles and Responsibilities

The Federation's governing body, link governor and the senior leadership team will ensure that SEND provision is an integral part of the school development plan. This policy is reviewed regularly and the governors receive termly reports and updates at meetings about numbers of SEND pupils and progress of pupils on the SEND register.

The SENCo is responsible for overseeing the day to day operation of the school's SEND policy. He will:

- Raise awareness amongst staff of pupils needs so that learning differences are noted as soon as possible and teaching adjusted accordingly
- Work collaboratively with staff, pupils and parents to support progress
- Check that learning is purposeful and stimulating and teaching is differentiated to make allowances for particular learning styles with an appropriate level of challenge
- Provide staff with suitable training where required
- Engage other professional services where appropriate to give pupils opportunities to take part in all aspects of the school life, as far as is appropriate and practicable.
- Identify, assess, record, and regularly review pupils' progress and needs and the effectiveness of any interventions through progress reviews and dialogues, including meetings with parents.
- Participate in the processes of the Common Assessment Framework (CAF) and Team Around the Child (TAC) in order to support students and families and liaise with outside agencies
- Ensure that targets within EHC Plans are used effectively to inform teaching
- Ensure that the governors responsible for SEND are kept informed and fully involved.
- Support pupils and parents with transition to secondary school
- Inform staff about latest developments and good practice
- Provide a supportive role to teaching assistants, including training

- Publish legal documentation, such as the SEN information report on the school's website.

Class Teachers have responsibility for:

- Fully Including pupils with SEND in the classroom through QFT
- Providing an appropriately differentiated, engaging curriculum, tailored to pupil's needs.
- Deploying teaching assistants in such a way as to maximise impact on learning.

**More detailed information can be found within the *Federation SEN information report*.
This is available on the website and contains more detailed information on support and strategies used to support pupils.**

Date revised: 23.05.18 Reviewed by G.McGrath (SEND GOVERNOR) B. Steane (SENCO)

Next review date: May 2019