

SEN POLICY AND INFORMATION REPORT 2024-25



ST. LAWRENCE'S CATHOLIC PRIMARY SCHOOL

Date reviewed: 30 September 2024

Date ratified by the Governing Board: 16 October 2024

POLICY STATEMENT

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PROCEDURES FOR DEALING WITH CONCERNS ABOUT STAFF

What staff should do if they have safeguarding concerns about another member of staff

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

AIMS

This policy was reviewed and updated in line with the *SEND 0-25 Code of Practice*.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Our SEN policy and information report aims to:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for at an early age i.e. end of Foundation Stage.
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
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LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

The SENCO

The SENCO is Helen O'Hara

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor is: Mrs Nicola Wake

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEN policy

SEN INFORMATION REPORT

The kinds of SEN that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

St Lawrence's follows the graduated response of assess, plan, do, review as outlined in the Code of Practice (2014).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

St Lawrence's Primary School works closely with parents in the support of those children with special educational needs and we value their important role in their child's education. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. Parents views are included in their child's individual support plan. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

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We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

St Lawrence's Family Support Worker, Nicola Longstaff, is proactive in supporting families in a variety of ways, including home visits, liaising with agencies, organizing activities and facilitating training. The Early Help Plan is used to coordinate support for children and their families who have a range of needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the ethos of our school and relates to children of all ages. The work in the Early Years Team recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their individual support plans and in the termly SEN review meetings. Children are encouraged to make judgements about their own performance against their support plan targets. We recognise success here as we do in any other aspect of school life.

Assessing and reviewing pupils' progress towards outcomes We will follow the graduated approach and the four-part cycle of assess, plan, do, review. arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents. We have regular meetings each term to share the progress of special needs children with their parents. Parents views are included in their child's individual support plan. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

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Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, other professionals and parents/carers will contribute to the assessment.

Plan

Parents will be formally notified. The SENCO will invite parents/carers and the class teacher to a meeting in school. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on a SEN Support Plan, the SEN Provision Map and the school information system.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of interventions and their impact on the pupil's progress will be reviewed on the agreed date and targets will be updated on the child's SEN Support Plan. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and CIC Team.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is carefully planned. In order to ensure successful transition to *secondary* the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Where a child with SEN is completing an in year transfer, all relevant paperwork will be shared with the new school and the pupil will have a transition session at their new school prior to starting.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils

We will also provide the following interventions:

Phonics: additional to whole class session, Keep ups, 1:1 out of class phonics (Rec, Ks1 & KS2)

Reading practice sessions (R, Y1, Y2)

Literacy (Y2), Y5 writing

Maths: KPI, times tables

Nurture group

Forest School

Thrive

Lexia

Early Talk Boost

Box Time

5.7 Adaptations to the curriculum and learning environment

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

At St Lawrence's we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.8 Additional support for learning

Both Teachers and teaching Assistants support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes. (see Teaching Assistant Timetables)

The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are co-ordinated and where possible meetings are held on the same day.

Teaching assistants will support pupils on a 1:1 basis when it is stated in section F of the child's EHCP or when a specific intervention e.g. Box Time requires 1:1.

Teaching assistants will support pupils in small groups when they have been identified for a specific intervention e.g same day intervention for phonics.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist: Louise Brennand, Paediatric Speech & Language, CYPS, 0-19 Health service, SENDOS and SENTASS

5.9 Expertise and training of staff

Our SENCO has 5 experience in this role and has worked as a class teacher including an Advanced Skills Teacher for 20 years.

They are allocated 3 days a week to manage SEN provision.

We have a team of 10 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in ASD, Early Years Literacy.

5.10 Securing equipment and facilities

The Head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

5.11 Evaluating the effectiveness of SEN provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages using the Salford Reading Test
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils. (Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive)
- Regular meetings between SENCO, head teacher, subject leads and classroom Assistants who deliver specific intervention programmes e.g. Lexia
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA audit to externally validate provision and outcomes for pupils with SEN.
- Holding annual reviews for EHC Plans.
- Reviewing CPoms records including behavior incidents logged.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Borrowdale Youth Hostel in the Lake District where the activities are fully inclusive.

All pupils are encouraged to take part in sports day and Educational visits

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission Arrangements:

The school complies with the criteria set out in the LA's admission policy with regard to pupils with SEN. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

5.13 Support for improving emotional and social development

The school provides an excellent robust pastoral care for all pupils through the support of the school welfare team. In addition to the SENCO the school also offer welfare support through Cath Gibson, our School Welfare Officer.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Counselling sessions

We have a zero-tolerance approach to bullying. (See Anti-bullying Policy)

5.14 Working with other agencies

We seek support and advice from outside agencies. We work with the following agencies to provide support for pupils with SEN:

SENDOS, SENTASS, SALT, CYPS, Education Psychology Service and the Health service.

5.15 Complaints about SEN provision

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

5.17 Contact details for raising concerns

Family, Advice and Support Team (supports families with disabled children/young people from birth to 25 years).

Contact details:

Family, Advice and Support Team.

Phone: 0191 281 8737

Email: information@skillsforpeople.org.uk

Parents can contact SENDIASS (SEND information, Advice and Support Service) for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

SENDIASS can be contacted on 0191 284 0480

Or by e-mail: sendiassadmin@newcastle.gov.uk

Ask for Sarah Francis.

The National Autistic Society

Web: www.autism.org.uk

Email: <mailto:nas@nas.org.uk>

Autism Helpline Tel: 0808 800 4104 (open 10.00am-4.00pm, Monday-Friday)

Text: 07903 200 200

Newcastle Families Information Service

<https://www.newcastle.gov.uk/services/care-and-support/children/getting-help-children-and-families/children-families-newcastle>