

Sacred Heart RC Primary Special Educational Needs and Disability Policy



MISSION STATEMENT

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:

- L**earning and living by Jesus' example in the Gospels.
- O**ffering a safe, healthy & stimulating environment in which to grow.
- V**aluing and respecting everyone including our wider community.
- E**mpowering children to achieve and meet life's challenges

During COVID19 Pandemic	
<p>During this time, the school will make its best endeavours to comply with what is stated within this report and offer. Due to the current circumstances, the school recognises that this will not always be possible and reasonable adjustments will have to be made in order to keep everybody safe during the pandemic.</p>	
<p>SENCo</p>	<p>The SENCo is always available for advice and support to parents during normal school hours. Please email or phone the school office if you wish to contact her.</p> <p>In line with school's current risk assessments, it will not be possible for parents to meet 'face to face' with the SENCo at this time. A telephone call or video conferencing call may be arranged with the parent if deemed necessary and this will be done following school policy on such calls.</p> <p>The SENCo will continue to liaise with outside professionals and school staff during this time, though meetings may have to take place in different ways following social distancing and school's risk assessments.</p>
<p>EHC 'My Plans'</p>	<p>All children who have a 'My Plan' have been risk assessed and will continue to be closely monitored. School have liaised with parents/carers of those children with 'My Plans' and agreed whether or not they should be educated in school or at home during this time.</p> <p>All children who have a 'My Plan' have appropriate work planned for them by their class teacher.</p> <p>The SENCo will continue to work with parents, as far as is reasonably possible, to best support them and their child at this time.</p>

	<p>School will continue to work with outside agencies who normally support children with 'My Plans', as far as is reasonably possible.</p> <p>The school will make its best endeavours to continue to provide the provision stated within the child's My Plan but acknowledges that reasonable adjustments may have to be made. These will be done in partnership with the parents, staff and outside professionals.</p> <p>The child's class teacher will also be available via the school office at this time for support and advice.</p>
EHC review meetings	<p>Annual 'My Plan' review meetings will take place within the statutory framework, as per current government statutory guidelines. The SENCo will liaise with parents and professionals about how this might take place.</p> <p>At this present time, in line with school's current risk assessments and government advice, it will not be possible for 'face to face' meetings. These meetings could take place via phone call or video conferencing in line with school policy. The SENCo will liaise with parents and professionals on the best way to proceed.</p>
Other SEN Pupils	<p>The SENCo will continue to be available (as mentioned above) to work with parents and children of pupils with SEN. How this will be done will differ from case to case and may not be carried out in the usual format. The SENCo will ensure her best endeavours to support all SEN pupils and their parents, whilst still following school's policies and procedures at this time.</p> <p>The child's class teacher will also be available via Class Dojo or via the school office for support and advice, whilst still following school's policies and procedures at this time.</p>
Other Pupils	<p>The SENCo will continue to be available (as mentioned above) to work with parents and children of other pupils who have not been identified as having SEN. How this will be done will differ from case to case and may not be carried out in the usual format. The SENCo will ensure her best endeavours to support all SEN pupils and their parents, whilst still following school's policies and procedures at this time.</p> <p>The child's class teacher will also be available via Class Dojo and via the school office for support and advice, whilst still following school's policies and procedures at this time.</p>
Transition	<p>Transition for all children, either within Sacred Heart or to Sacred Heart has been very different from previous years as we are restricted on what can be achieved and how it can be achieved. The SENCo will liaise with parents of SEN pupils and professionals to discuss possible ways that the school can best support the child during transition, whilst still following school's policies and procedures at this time.</p>

	School also recognises the need to support all children on their transition back into school at this time and will provide appropriate support, as far as is possible, whilst following school's policies and procedures. The SENCo has discussed with parents, of children with My Plans and any other child who was deemed to require extra support, how best they can prepare their child and sent home information, including child friendly information about the changes and procedures in place e.g. in the form of a transition book.
Staff training	Ongoing, staff training on matters related to SEN will still continue as per previous plans and to match the needs of our children but how this is facilitated will be different in order to comply with current policies and procedures.
Remote/blended learning	<p>The school will use Microsoft Teams and Class Dojo to communicate to children and parents in the case of remote or blended learning. These platforms will ensure that individual needs can be met through allowing differentiated and specific work to be set for individual and groups of pupils. Staff will be able to easily communicate with specific groups and individuals and thus support SEN pupils as they would in a classroom environment.</p> <p>Microsoft Teams also has features to support SEN pupils such as being able to change the background colours of pages, change font sizes and font styles, accelerated reader function to read a piece of text to a child and a microphone function so that children can dictate what they want to write rather than have to type it. In conjunction with this, teachers and TAs can signpost pupils to other websites that school subscribes to for further support with their learning. For example, My Maths tutorials with give explanations and Spelling Shed where pupils can practise set spellings at their own level and the Purple Mash website where pupils can read books at their level.</p> <p>Where pupils do not have access to sufficient technology, packs of worksheets will be made available to pupils and these will be tailor made for SEN pupils.</p>
	<i>Please note: Unless stated otherwise above, the arrangements as stated in the main document below remain in place.</i>

1. Introduction

A Catholic Vision for Sacred Heart RC Primary School

Catholic values and beliefs underpin the ethos of Sacred Heart RC Primary School. Central to this vision is a belief in a loving God who creates and sustains the universe and whose loving purposes are extended to all humanity and creation. A commitment to the education and growth of the whole person – spiritually, morally, intellectually, socially and physically – flows out of that understanding.

Sacred Heart RC Primary School aspires to be an inclusive school which will maximise the potential of each of its students and support and address their varying individual needs. Support will be provided by all staff. Sacred Heart RC Primary school will at all times have due regard to all relevant legislation and guidance, in particular the SEND Code of Practice: 0-25 years (January 2015) and the SEN and Disability Act (2001), and The Equality Act 2010 work to ensure that all involved, whether students, parents or staff, are aware of their responsibilities and rights.

2. Duties in relation to students with SEND

a) The governors of Sacred Heart RC Primary shall designate a person, who may be the Headteacher, the Chair of Governors or another Governor as appropriate, who shall be the responsible person for the purposes of the following duties in relation to students with SEND.

b) The Governors of Sacred Heart shall:

- use their best endeavours, in exercising their functions in relation to the school, to secure that, if any registered student has special educational needs and/or disabilities, the special educational provision which the student's learning difficulty calls for is made;
- secure that, where the responsible person has been informed by the Local Authority that a registered student has special educational needs and/or disability, those needs are made known to all who are likely to teach the student;
- secure that the teachers in the school are aware of the importance of identifying, and providing for, those registered students who have special educational needs and/or disabilities; and

Consult the Local Authority and the Governing Bodies of other schools in the area, to the extent that this is necessary for coordinating provision for students with SEND.

c) Where a child who has SEND is being educated in Sacred Heart, those concerned with making special educational provision for the child shall secure, so far as is reasonably practicable and is compatible with:

- (i) the child receiving the special educational provision which his/her learning difficulty or disability calls for,
- (ii) the provision of efficient education for the children with whom he/she will be educated,
- (iii) the efficient use of resources and
- (iv) that the child engages in the activities of the school together with children who do not have SEND.

3. Definition

For the purposes of this policy, a child is deemed to have individual learning needs if he/she:

- has significantly greater difficulty in learning than the majority of students of the same age, either temporarily because of medical or social or emotional difficulties, or permanently;
- has a disability which either prevents or hinders her/him from making use of the educational facilities of a kind usually provided for students of the same age.

4. Purpose

The purpose of the policy is to ensure that:

- the needs of those students with SEND are identified early through rigorous assessment and appropriate provision made to meet their needs;
- those students with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities;
- students with SEND are valued equally with all other students and will be enabled and encouraged to develop their potential to the full;
- the organisation of Sacred Heart will ensure an appropriate support framework to respond to students' identified needs.

5. Principles

All teachers are responsible for identifying and meeting the needs of students with SEND and all curriculum areas and all aspects of teaching and learning will take account of students' SEND. However, Sacred Heart also recognises the need for specialist support and teaching to address the often substantial additional learning needs of a significant minority of students.

In common with its approach to monitoring student attainment and progress through the curriculum, the SEND policy is committed to the early identification of students with SEND in order that immediate intervention can take place and will work with other schools and external agencies to support early identification. The views of students, parents and carers will be considered when seeking to meet the needs of students with SEND.

All students are valued equally and are entitled to full access to a broad, balanced and relevant curriculum, including the National Curriculum. Therefore, all students with SEND will be taught together with their peers for as much time as possible. Students will, however, be withdrawn from the mainstream curriculum to be given special and separate instruction if this approach best equips them to be able to take a full and unsupported part in the curriculum.

All students are entitled to have their particular needs recognised and met, so that all can achieve success. Given also that all teachers are teachers of special needs and disabilities and that all teaching assistants work within the curriculum framework, each will be given the appropriate training to support them in this role and to develop a high level of expertise. This ensures that:

- students do not suffer the stigma of having their need singled out, which may inhibit their learning;
- students with individual needs have the opportunity to achieve success in the context of the mainstream curriculum, which increases motivation and thus enhances their learning;
- the curriculum which the student with special needs follows is appropriate, relevant, and stimulates learning.

Closely targeted additional support will be provided, where necessary, as part of the enrichment programme and during other programmes such as school journeys and residential visits.

The provision for students with individual needs at Sacred Heart will be coordinated by the Special Educational Needs Co-ordinator. This will be a senior leader within Sacred Heart.

6. Implementing the Principles

In line with the above principles Sacred Heart will:

- provide strong Catholic leadership including a care for the physical, spiritual and mental well-being of all students;
- develop a culture, practices, management and deployment of resources which are designed to ensure that all students' needs are met;
- celebrate a wide range of achievement and attainment;
- effectively use assessment information, and involve students and parents in the process;
- work closely with other agencies to provide efficient and effective multi-disciplinary support;
- make effective use of resources to ensure that students have the opportunity to access a relevant and balanced curriculum and take an active part in school life;
- develop individual student records which contribute to assessment information and inform the next steps in learning;
- employ appropriately qualified and experienced staff;
- promote the sharing of effective practice and continuous professional development;
- involve students and encourage them to accept responsibility for aspects of their own learning and develop independence;
- actively involve parents/carers in the education of their child;

7. Wider Aspects of Inclusion

In accordance with the principles behind Every Child Matters (DfES 2004), Sacred Heart RC Primary school will apply the principles and practice above to any barrier which is likely to prevent a student from:

Being healthy

Staying safe

Enjoying and achieving

Making a positive contribution Achieving economic well-being.

8. Roles and responsibilities in policy development

The Governing Body and Headteacher will have overall responsibility for developing the policy and will involve Sacred Heart staff in the development process. In developing the policy, consideration will be given to acknowledged good SEND practice in local primary schools and in the LA. The views of students, parents and carers will be sought and taken into account in the development of the policy and in its implementation.

9. Arrangements for Co-ordinating Provision for Students with SEND

The Governing Body of Sacred Heart will designate a person who may be the Headteacher, the Chair of the Governing Body or another Governor as appropriate, who will be the responsible person for the purposes of the following duties in relation to students with SEND. Such duties require the Governing Body to:

- do its best to ensure that the necessary provision is made for any student who has special educational needs;
- ensure that, where the 'responsible person' - the Headteacher or

the appropriate governor – has been informed by the LA that a student has individual needs, those needs are made known to all who are likely to teach him/her;

- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those who have SEND;
- consult the Local Authority and the governing bodies of other schools in the area, when it seems necessary or desirable, in the interests of co-ordinated special needs provision in the area as a whole;
- ensure that a student with special needs joins in the activities of the school together with students who do not have special needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources;
- have regard to the Code of Practice for SEND when carrying out its duties towards all students with special educational needs;
- ensure that parents are notified of a decision by the school that SEND provision is being made for the student.

The SEND Co-ordinator will be responsible for coordinating the day-to-day provision of education for students with SEN. The role of SEND Co-ordinator will be as described in the SEND Code of Practice including:

- overseeing the day-to-day operation of the school's SEND Policy
- liaising with and advising fellow teachers and support staff
- managing the SEND team of teaching assistants
- coordinating provision for students with individual needs
- overseeing the records on all students with individual needs
- liaising with parents/carers of students with individual needs
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies.

This policy was reviewed June 2020 by L Price SEND Co-ordinator/Deputy Head

This policy was reviewed September 2020 by L Price SEND Co-ordinator/Deputy Head