



St Catherine's CE Primary School

Policy for Special Educational Needs and Disability

Revised: June 2014

Learn Together, Shine Together

SEND Subject Leader: Mrs Caroline English-Mather

SEND Governor: Reverend Michael Behrend

Our school mission statement is Learn Together, Shine Together

At St Catherine's CE Primary School, we aim to:

- Provide a safe, healthy and happy place for learning.
- Help each person gain the skills they need to be confident members of society.
- Encourage each person in their life's journey to achieve the best they can and be the best that they can!

The policy takes on board the views of the children through our school councils and the views of parents through questionnaires and structured conversations. The policy aims to fulfil the principles that underpin the code of practice 2014.

Aims of St Catherine's CE Primary School

The school will:

Take on board the views, wishes and feelings of the child or young person, and their parents.

Recognise the importance of the child or young person, and their parents, participating as fully as possible in decisions and being provided with the **information and support** necessary to enable participation in those decisions.

Recognise the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the **best possible educational and other outcomes, preparing them effectively for adulthood.**

Facilitate the **collaboration** between education, health and social care services to provide support to help children, young people and their families at our school and beyond.

Provide high quality provision to meet the needs of children and young people with SEND with high quality teaching which is differentiated and personalised.

Objectives

To identify and provide for children who have educational needs and others.

To work within the guidelines set out by the New Code of Practice 2014

To provide a Special needs subject leader who will work with the SEND inclusion policy

To develop and maintain positive partnerships with parents

To ensure access to the National Curriculum for all children

Identifying children with Special Education Needs:

The code of practice for 2014 identifies four categories of need:
Communication and Interaction
Cognition and Learning
Social, Mental and Emotional Health
Sensory and /or Physical

A Graduated Response to SEN Provision

The teachers at St Catherine's are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child. Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support.

Where a child continues to make little or no progress, despite well-founded support (additional to that received by other pupils, and carefully matched to the child's area of need) our school's next step would be to consider involving specialists, including those from outside agencies.

Pupil Passports and structured conversations

Once a child has been identified to receive additional support for a period of time, a Pupil Passport and achievement sheet will be completed collaboratively by the child and a member of staff. This will help to guide and support the child to make improvements in their outstanding difficulties. In the autumn, spring and summer term parents will meet with the class teacher to review the child's passport and achievement targets. During these 'structured conversations' the views of the parents will also be taken into consideration

Educational Health Care Plans

The majority of children and young people with SEND will have their needs met within our school, however if it is felt that additional support is required to meet the child's needs the school will request the assessment by the local authority for an Educational Health Care Plan. The local authority will determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks

Data protection

The school will ensure it takes seriously its responsibilities under the Data Protection Act 1998. It is registered with the Information Commissioner's Office to hold data, including data on pupils, parents and children held on the school's management information system. We ensure that in practice parents are only provided with access to data on their own children, and that members of staff use data strictly for work-based purposes.

Equal opportunities/Multicultural Education

All pupils have equal access to the curriculum and all staff follow the equal opportunities policy. As with all resources we ensure software is not gender or culturally biased.

Early Years Foundation Stage

When children are integrated into the Reception class the SENCO is informed of any children that are not making progress or achieving National expectations. Appropriate intervention is put into place to support raising attainment and parents informed.

Local Offer:

All schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN and this can be viewed at: <http://www.st-catherines.bolton.sch.uk>

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