

Diocese of Westminster Academy Trust

Company No 7944160



St. Catherine of Siena Catholic Primary School

SEND Policy & Information Report Including Local Offer

Approved by:	Governing Body	Date: September 2022
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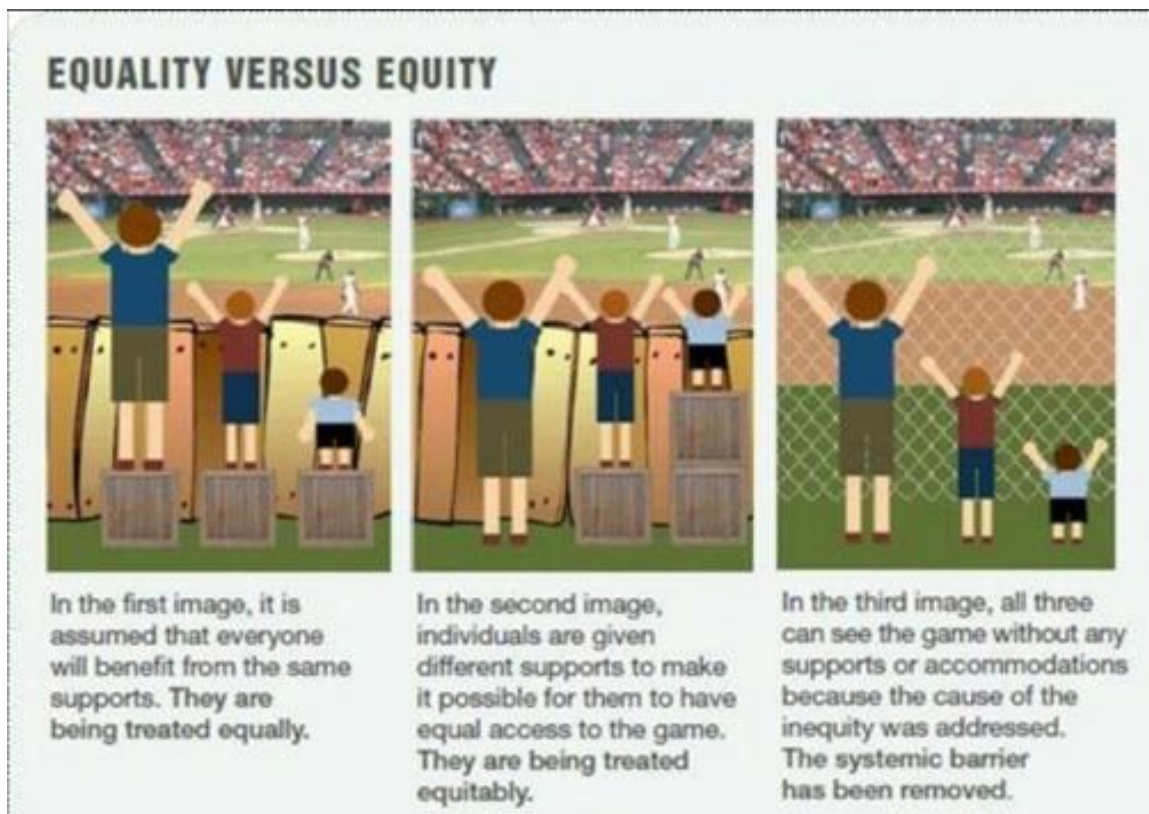
Be who God created you to be, and you will set the world on fire.

Contents

1. Aims and Values.....	1
2. Legislation and Guidance	3
3. Definition of SEND.....	4
4. Roles and responsibilities.....	5
5. Delivering Special Provision Locally (DSPL).....	6
6. SEND Information Report	7
7. Complaints.....	13
8. Monitoring Arrangements.....	13
9. Links with other policies and documents	13
Appendix 1: SEN Flow Chart.....	14

'For it was You who created my inward parts; You knit me together in my mother's womb. I will praise You because I have been remarkably and wonderfully made. Your works are wonderful, and I know this very well.'

(Psalm 139:13-14)



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1 Aims

We believe that:

In accordance with our school's Mission Statement, 'Be who God created you to be and you will set the world on fire,' our aim is to care for each individual and guide them to develop their full potential. We are all responsible to provide appropriate and provision for all students and everyone is valued equally.

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain how we identify the needs of students with SEND
- Provide appropriate provision to overcome barriers to learning
- Involve parents of children with SEND
- Support pupils with medical conditions

Values

- Provide every child access to a broad and balanced education and to raise the aspirations and expectations of every child with SEND, ensuring they reach their full potential
- Treat every child with respect, regardless of any special educational needs and disabilities
- We are a community that reflects and celebrates the diversity of God's Kingdom, where we are all seen as unique and gifted

2. 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

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3. Definition of SEND

The 2015 Code of Practice states that:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and chronic long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The four areas of SEND

- **Communication and Interaction** – for example: Speech and language difficulties and Autistic Spectrum Disorder
- **Cognition and Learning** – for example: Specific problems with thinking and understanding in relation to reading and number work
- **Social, emotional and mental health** – for example, depression, anxiety and difficulties with building social relationships
- **Sensory and/or physical needs** – for example, sensory processing disorder, difficulties with fine and gross motor skills

These four broad areas give a guide to the types of needs we should be planning and preparing for. Each child is unique and will not always fall into any one category, we always need to meet the needs of the whole child.

How do we know if children need extra help?

The school identifies individual children's needs in a number of different ways:

- Concerns are raised by parents/class teachers/school staff/child.
- Concerns are raised by external agencies e.g. GP, school nurse, speech and language therapist etc.
- Limited progress is being made in accordance with age related expectations.

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- There is a change in the pupil's behaviour or progress.
- Information provided by previous settings e.g. Pre-school/nursery/prior school.

What should I do if I think my child may have special educational needs?

If you as parents/carers have a concern about your child, the first person you should speak to about it, is the class teacher. You can make an appointment to discuss your concerns. If appropriate, the concern will then be shared with the Special Educational Needs Co-ordinator (SENCO), Mrs Taylor. You may then be asked to attend further meetings to discuss and agree the next steps for your child.

4. Roles and responsibilities

The SENDCO

- The SENDCO will work with the head teacher and governors 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board 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 will:

- Help to raise awareness of SEN issues at governing board meetings

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- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

Class teachers

- Teachers will provide high quality teaching for all children on a daily basis. This will include differentiation and making adaptations to the curriculum as it is the class teacher's responsibility to provide for children with SEND.
- The class teacher will follow the procedures for assessing, planning, making provision to meet the needs of SEND and reviewing the impact of that provision.
- Additional support or targeted intervention may be required.
- Support may be given in a small group or individual support by a Teaching Assistant.
- Different teaching resources may be used or adaptations made to match the pupil's needs.
- Additional support may take place in the classroom or in another area/room.
- Learning Support Assistants may provide targeted support following advice from external agencies.
- The SENCO will provide advice, monitor progress and maintain links with external agencies.
- The SENCO and Head meet to discuss provision needed for additional support.
- The School Governor for SEN oversees and monitors the quality of provision.

5. Delivering Special Provision Locally (DSPL)

DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that:

- Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible.
- Improves outcomes for wellbeing and attainment
- Widens choice for children and parents/carers
- Removes barriers to learning
- Uses resources more effectively
- For more information, please visit: <http://dsplarea9.org.uk/>

6. SEN Information Report ('School Offer')

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At St Catherine of Siena Catholic Primary School we are committed to early identification of Special Educational Needs (SEN) in line with the SEN Code of Practice 2015.

Individual children's needs are identified and tested by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made in accordance with age related expectations.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g. GP or school nurse)
- Information is provided from the previous setting (e.g. nursery)
- Early Years Foundation Stage home visits.

A plan will be drawn up outlining the adjustments, interventions and support to be put in place as well as the desired impact. A date for review will be set.

2. How will school staff support my child?

In accordance with the SEN Code of Practice 2014, St Catherine of Siena Catholic Primary School adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from, everyday classroom provision.

Class Focused Support- This type of support will happen within the classroom. Teachers will provide support for a particular child or group of children in order to achieve learning outcomes.

Small Group intervention- This type of support will happen in addition to lessons in class. This supports children you need extra support. It may be 1:1 intervention or intervention groups.

Individual Programmes- These are usually taught on a 1:1 basis where a child and a professional work together to achieve highly differentiated and focussed targets. These targets have been set with support from external agencies.

3. How will I know how my child is doing?

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These may include:

- Informal meetings with teachers;
- Meetings/Review of Support Plan for children with significant SEN;
- Parents evenings;
- Annual Review meetings, for children with a Education, Health and Care Plan
- Multi-agency meetings, for children that have support from external agencies, e.g. Speech and Language, Occupational Therapy, Educational Psychologist, CAMHS.

4. How will the learning and development provision be matched to my child's needs?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's Class Teacher will plan for the variety of needs in the classroom by providing appropriate tasks and support in order for children to reach challenging targets. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. Strategies to support and develop individual needs may include visual timetables, pre teaching, ICT resources, sound buttons, talk partners, fine and gross motor skill activities, writing slopes, wobble cushions, specialist pens, pencils and cutlery etc.

5. What support will there be for my child's overall wellbeing?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist services, such as play therapists/counsellors or child and adolescent mental health services (CAMHS). Education, Health Care plans and nurture groups may be used to meet specific needs. These plans are created in collaboration with school, parents and pupil and they are monitored and reviewed at agreed intervals.

St Catherine's operates a whole school policy to support positive behaviour – please refer to Behaviour Policy for full details. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the four Golden rules, 'Be ready, Show Love, Seek Truth, Feel safe'.

Aims of the behaviour policy

- *To provide a safe, comfortable and caring environment where optimum learning takes place*
- *To provide a clear guide for children, staff and parents of expected levels of behaviour*
- *To provide a consistent and calm approach*
- *To enable all adults take responsibility for behaviour and follow-up personally*
- *To enable all adults use consistent language to promote positive behaviour*
- *To use restorative approaches instead of punishments*

All rewards and sanctions are applied consistently. Additional strategies include:

- *Analysis of behaviour to identify possible triggers (logged on SIMS)*
- *Personalised behaviour/reward charts*
- *Weekly Achievement Assemblies celebrating positive behaviour and Gospel values.*
- *Buddy system modelling behaviour with Year 6 and reception children and children new to the school.*
- *Play leaders at lunchtimes and Year 6 monitors.*

6. What specialist services and expertise are available at or accessed by the school?

External support services play an important part in helping St Catherine of Siena's identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services where appropriate:

- *Educational Psychologist;*
- *Specialist provision for children with sensory impairment or physical difficulties;*
- *Speech and Language therapists;*
- *Occupational therapists;*
- *Physiotherapists;*
- *Play therapist/counsellor;*
- *School nurse;*
- *Chessbrook Education Support Centre;*
- *The Acorn Centre*

- CAMHS.
- Specialist teachers (Communication and Autism/Specific learning difficulties)

Multi-agency liaison and planning meetings are held, as appropriate, to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

7. What training have the staff had or having who are supporting children and young people with SEND?

St Catherine of Siena school aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training in order to meet the needs of the individual children in the school at any given time. If additional training is required, we will access this through DSPL9, Herts for Learning, Advance, charities or organisations such as The Autism Education Trust.

8. How will you help me to support my child's learning?

The collaborative planning and target setting systems that are in place at St. Catherine of Siena School, as part of SEND pupils' Support Plans, mean that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly informed and supported in school via needs that arise due to target setting or multi agency planning meetings. St. Catherine of Siena school will then aim to support the family with a focus on meeting the child and family centred objectives that are set within those meetings. This might mean that the family is referred to an additional support network. In addition, St Catherine of Siena School hosts a number of parents' information and training events throughout the year through each class's teacher or subject leader where appropriate. Information about upcoming events will be issued to parents/carers through letter/email/newsletter.

9. How will I be involved in discussions about and planning for my child's education?

At St. Catherine of Siena Catholic Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers are taken into account, together with the views of school staff and relevant professionals. This may be through:

- informal discussion with staff;
- teacher and child meetings;
- teacher and parent meetings;
- Support Plan review meetings, including outside agencies, where appropriate.

10. How will my child be included in activities outside the classroom including school trips?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. Wherever possible we work with families to put in place measures to enable all children to attend school trips and residential visits, with support, as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. Should we feel unable to meet the child's needs, even with reasonable adjustment (particularly with regard to Safeguarding), we will explain this to parents and carers well in advance of any trip.

11. How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010. Please refer to the school accessibility plan and equality scheme for more information.

12. Who can I contact for further information?

Key Contacts

- Headteacher – Ms Nicola Kane Tel: 01923 676022
- SENDCO – Mrs Siobhan Togher Tel 01923 676022

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. We can provide individual support from Chessbrook School and run nurture groups for children who may need support. We have excellent links with our local secondary schools and work alongside them to provide a smooth transition to Secondary education.

If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- A planning meeting/conversation will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

14. How are the school's resources allocated and matched to children's special educational needs?

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
 - The money is used to provide additional support or resources dependent on individual needs.
- Resources may include deployment of staff depending upon individual circumstance.
- Higher Needs Needs Funding, where appropriate, may be applied for in order to support children with significant individual needs in the short term.

15. How is the decision made about how much support my child will receive?

- Support is determined through consultation with parents, teaching and support staff and relevant external agencies.
- The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Please visit Herts Local offer site at: <http://directory.hertsdirect.org/localoffer>

7. What do I do if I have a complaint?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCO and Headteacher where necessary. 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

Special Educational Needs provision complaints

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints

Postal Point: CH0118

Resources Department

County Hall

Hertford

SG13 8DF

Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCO and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State are set out below.

[Contact information for Gillian Keegan - MPs and Lords - UK Parliament](#)

Support services for parents of pupils with SEN

The school regularly receives communication from a variety of support services. The details of these will be posted on the school website and shared via twitter.

8. Monitoring arrangements

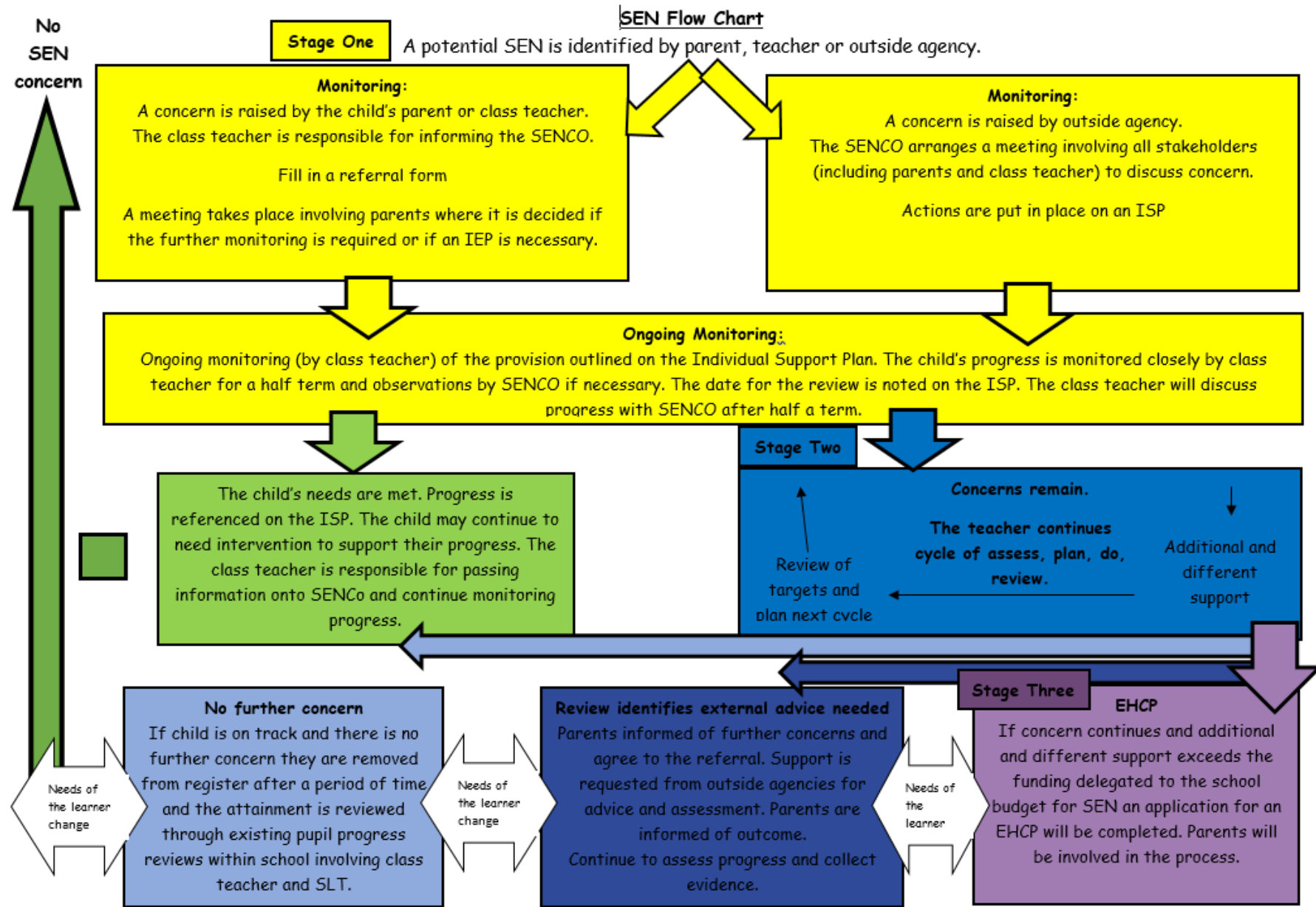
This policy and information report will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints

Appendix 1: SEN Flow Chart



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