


ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY



*Christ with me wherever I go,
Christ around, above, below.*

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Mrs Mary Leach (SENCO) 0116 2661149

This policy was adopted by The Governing Body of St. Patrick's Catholic Voluntary Academy		
Date: 14/6/21	 Signed: Dirk George (Chair of Governors)	To be reviewed: June 2022

MISSION STATEMENT

St. Patrick's Catholic Primary School, together with home, parish and local communities, works to maintain a happy, secure, stimulating and welcoming environment, enhancing children's learning and celebrating the achievement of everyone. We achieve this through living the gospel values based on acceptance, affirmation, love and respect.

We seek to recognise, develop and celebrate all that makes us fully human through an ever deepening relationship with God and each other, firmly rooted in the teaching of Jesus Christ and nourished through prayer and worship.

We value co-operation, openness and trust, leading to the growth of confidence, appreciation of all our gifts, culminating in a sense of self-worth, responsibility and true belonging.

In the spirit of equality, we will strive to help all children achieve their full potential, working towards excellence as an expression of personal dignity and fulfilment.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan

This policy was written by the school's SENCO, Mrs Mary Leach, in liaison with the SEN Governor, Senior Leadership Team and staff.

St Patrick's Catholic Voluntary Academy serves children from the Parishes of St. Patrick's and Our Lady of Good Counsel in the Catholic Diocese of Nottingham.

Diocesan Policy Statement for responding to Special Educational Needs and Disabilities

Our Catholic Community, inspired by the teaching of Christ, recognises that each child is a unique gift from God. For those children with Special Educational Needs and Disabilities the church teaches that we have a special responsibility and should always try to respond in the most appropriate way. All children with Special Educational Needs and Disabilities and their families should be supported as early as possible within the Catholic Community.

The Bishop looks to the clergy, parish and school communities to strive to do their best to ensure that their school turns the Gospel call into practical reality.

The officers of the Diocesan Schools Commission and the Diocesan Religious Education advisors will do everything possible to assist those working to this end.

All children with Special Educational Needs and Disabilities (As defined by the 1981 and 1993 and 1996 Education Acts) should receive appropriate provision to enable them to reach their full potential.

Children with Special Educational Needs and Disabilities should be educated in the least segregated and most inclusive setting compatible with their needs.

The Diocesan Schools Commission and the Diocesan Religious Centre will support schools and parishes in promoting inclusion and will work with parents and Local and Central Government for this purpose. This will include attention being paid to the spiritual development of the child. Wherever and whenever possible the child should be fully included in parish and sacramental programmes, even where full-time placement at a special school has been deemed appropriate for the child.

Aims and Objectives of the SEND Policy

The aims of St. Patrick's Catholic Voluntary Academy's SEND Policy are based on the aims stated in the LA Policy for Special Educational Needs and Disabilities and guided by the new Code of Practice for Special Educational Needs and Disability: 0-25 years (2014) along with the inclusion guidance in the National Curriculum 2013.

We aim to work to ensure the highest possible levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

The principles expressed in the Diocesan Policy Statement for responding to Special Educational Needs and Disabilities and the School Aims also underpin this document.

We plan and deliver a curriculum which *'pays due regard to children's different levels of development and ability and to individual children's needs'*

'Aims for St. Patrick's Catholic Voluntary Academy' – School Prospectus

We make every effort to achieve maximum inclusion of pupils with Special Educational Needs and Disabilities. We are committed to meeting the individual needs of all pupils, the provision of the highest quality education for all students and the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

We use the guidance given in the National Curriculum document to support inclusion. The National Curriculum 2013 states that 'Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'

Teachers at St Patrick's will make every effort to provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities.

Management of SEN within School

The Headteacher and the governing body are responsible for overseeing the education of pupils with SEND. They have delegated the responsibility for the day to day implementation of the Special Educational Needs Policy to the Special Educational Needs Coordinator (**SENCO**) Mrs. Mary Leach.

The representative and advocate for SEND on the Senior Management Team is Mrs Claire Weaver.

In line with the recommendations in the revised Code of Practice the SEN Coordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil

has SEND

- advising on a graduated approach to providing SEND support
- advising on the deployment of resources from the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of pupils with SEND up to date

There is a named governor who monitors the school's policy for SEND. This is currently **Mr Jack McConnochie**. The SEND Coordinator is responsible for keeping the Headteacher and the governor with responsibility for SEND fully informed. This takes place at termly meetings. The role of the Governors and SEND Governor is specified in the revised Code of Practice.

We recognise that all teachers are teachers of Special Educational Needs and Disabilities. The **class teachers** are responsible for identifying children with Special Educational Needs and Disabilities and for the day to day management of pupils in their class with SEND. Class Teachers aim to meet the learning needs of all pupils through their curriculum planning. Teachers plan individualised education programmes and interventions for children in their class with SEND. The SEN Coordinator will advise and support them in doing this.

All staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. Clear communication systems are established and encouraged between teachers, support staff and the SEN Coordinator. The SENCo holds an SEND induction meeting with new members of staff.

The school takes account of the three principles of inclusion:

1. setting suitable learning challenges
2. responding to pupils' diverse learning needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils

Each class has an SEN file which contains information and advice for supporting pupils with SEND, provision and intervention information and information specific to individual children on the SEND register. Class teachers are responsible for maintaining their SEN file and keeping Provision Maps and Pupil Portraits up to date.

Admission Arrangements

(Refer to the school's Admission Policy for full details of admissions criteria and procedures.)

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Admission criteria relating to Special Educational Needs and Disabilities:

- St. Patrick's will not refuse admission of a child on the grounds that he/she has Special Educational Needs and Disabilities
- Children from outside the catchment area who fulfill St. Patrick's Admission criteria and who have SEND for which this school can support, giving them full access to the curriculum, will be considered for admission where the planned admission limit has not been reached

However, there are certain features of the school that may present difficulties when catering for specific needs

- Three classrooms and the library are only accessible by stairs
- Some areas of the ground floor have been adapted to give access to wheelchairs, however other areas would continue to present difficulties to wheelchair users.

(Please refer to the School's Accessibility Plan for further information)

Special Provision and resources for pupils with SEND

An audit of the school's building and resources has been carried out and recommendations incorporated into the plans for any new building work. The school now has a disabled toilet, changing area and wheelchair access.

The school has an Accessibility Plan outlining modifications that cover the curriculum, physical access and communication as required by the Disability Discrimination Act 1995 (amended by the SEN and Disability Act 2001).

Resources

The school's SEND provision is supported by the delegated budget from the LA. A range of additional or different arrangements and provision are put in place to support pupils with Special Educational Needs. The specific allocation of resources to groups and individual pupils is decided on the basis of individual need.

For pupils who require significant levels of support, an application may be made to the LA for additional Element 3 funding (for example to provide 1:1 support for a pupil with complex needs).

Currently, the Headteacher has allocated a Teaching Assistant to every class who supports pupils and runs interventions in addition to assisting the Teacher in other duties. The Class Teacher is responsible for directing the class TA. Support for pupils with SEND should be in line with the recommended levels and types of support outlined in the LA's Guidance (Inclusive Provision for SEND Pupils in Mainstream Schools) and a pupil's EHC Plan, where there is one. Arrangements for support should be reviewed termly.

In addition to classroom TAs the school currently employs Teaching Assistants who support specific pupils.

There is also an allocation each year from the school budget for the purchase of assessment and diagnostic materials, learning resources, reference books, SEND publications, additional teaching and administrative materials.

We are committed to providing support for individual children who are experiencing severe emotional or behavioural difficulties if the need arises. Such intervention is funded, on a temporary basis, within budget restrictions and in agreement with the governing body and parent/s.

The school is continually adding to its range of materials and equipment that are used to deliver planned interventions, promote multi-sensory learning and aid differentiation. The school has a broad range of assessment and screening materials to help in the identification of pupils with SEND and their particular learning needs.

Monitoring and Evaluation

The effectiveness of our provision for pupils with SEND is monitored regularly by the SEN Coordinator, Headteacher and governors in the following ways:

- Assessing pupils before and after an intervention to measure progress
- Monitoring progress towards targets and longer term outcomes at termly reviews
- Reviewing pupil's progress in meeting learning objectives
- Continuous assessment
- Tracking of data from whole school assessments and where appropriate, more individual assessments
- Reviewing progress with outside agencies
- Annual Reviews for pupils with Education, Health and Care Plans
- Feedback from staff
- Feedback from parents of children with SEND
- Feedback from pupils
- Movement on the SEND register
- Scrutiny of planning
- Work Sampling
- Observation of Teaching Assistants
- Classroom Observation by members of the Senior Management Team

The school's SEND Provision is monitored and audited every 3 years by the LEA. This is a statutory duty to monitor the use of resources for pupils with SEND.

Partnership with Parents/Carers

The school recognises the importance of working in partnership with parents and carers to achieve effective provision and good progress for pupils with SEND. We are committed to the development of close working relationships with parents and carers and recognise the value and importance of such relationships when

supporting pupils with SEND. All staff will work to enable and empower parents and carers by:

- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- discussing early concerns with the class teacher
- valuing parents' views equally with those of professionals
- consulting parents about the possible need for an interpreter and arranging this where possible
- instilling confidence that the school will listen and act appropriately
- giving parents and carers opportunities to play an active and valued role in their child's education
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- inviting parental attendance and contribution to reviews
- informing parents how they can support their child's learning and development
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- ensuring parents' permission is sought before consulting outside agencies
- making parents and carers aware of the Parent Support Services including SENDIAS. This information is included in the DfE publication 'Special Educational Needs and Disabilities - A Guide for Parents and carers'
- providing all information in a 'parent friendly' and accessible way

Parents of pupils with Special Educational Needs are invited to termly review meetings with class teacher, SEN Coordinator and representatives from outside agencies, to discuss the pupil's progress and agree future targets.

Parents are asked to inform the school of any information they may have about their child which may help us in meeting his/her needs. Parents are always kept informed of any action the school is taking to meet their child's needs and parental permission is always sought before contacting other agencies.

Parents are informed of their child's progress towards their targets each term in person at a termly review meeting or at parents' evening. Parents are invited to contribute their opinions about their child's progress and the support the school is giving them.

Statutory annual reviews are held for pupils with Education, Health and Care Plans and all those involved with the pupil, including parents, will be invited to contribute by attending the review meeting and/or writing a report if appropriate.

The DfE has produced a booklet, Special Educational Needs and Disabilities - a guide for Parents and Carers, which is available online and from the school.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and choices.

Teachers and Teaching Assistants share pupils' targets with them and encourage them to reflect on their progress.

We try to involve pupils wherever possible in:

- recognising their strengths and achievements
- identifying their own needs
- learning about their own learning (self assessment)
- reviewing and recording their own progress and in setting new targets (where appropriate)
- formal reviews, providing evidence for meetings and attendance at review meetings if appropriate

We encourage pupils' involvement in the following ways:

- ensuring all pupils have opportunities to discuss their feelings, worries and difficulties with their class teacher or other key adults

- ensuring children feel confident that they will be listened to and their opinions valued
- providing opportunities for all pupils to reflect on their own and others strengths and achievements
- discussing the purpose of assessments and tests and sharing the results with the child where appropriate
- consulting pupils about preferred support strategies and learning materials
- explaining clearly to pupils what additional support is being provided for them and how they can make best use of it
- building opportunities for choice and decision-making into the school day
- seeking and taking account of the views of pupils as part of termly and annual reviews and target setting
- supporting parents in recognising that their child has an important role in decision making

Identification and Assessment

We understand that pupils experiencing difficulties should be identified and their needs addressed as early as possible. We consider identification and provision for pupils with potential difficulties in the Foundation Stage and KS1 a priority.

The SEN Coordinator works closely with the Foundation Stage Coordinator. The SEN Coordinator keeps a register of those pupils identified as having Special Educational Needs and Disabilities. The SEN Coordinator, in consultation with the Headteacher and class teachers, reviews the register termly.

We adopt the following procedures for identifying and assessing pupils with possible Special Educational Needs and Disabilities:

- Comparing pupil progress against developmental milestones including the 'Early Learning Goals', 'Foundation Stage Profile' 'The Next Steps' and the National Curriculum
- Using information from questionnaires and discussions with parents on admission to the school
- Analysing information on transfer forms and records from previous settings

- The analysis of data including Foundation Stage Profile, SATs and optional SATs, formal Reading and Spelling ages and Rising Stars Assessments
- SEN initial concern forms
- Teacher assessment, observation and record keeping
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools
- Information from other agencies for example Speech and Language Therapy
- Assessments carried out by SEN Coordinator and other school staff
- Checklists from the LA's MIN documents

For some pupils more in depth individual assessments may be undertaken by the school in order to determine a pupil's particular needs. This may include assessments of phonological awareness or processing skills, phonic knowledge and skills, word recognition, reading comprehension, analyses of reading and spelling strategies, understanding and use of vocabulary, grammar or understanding of mathematical concepts.

For some pupils the school may seek the support and advice of specialist teachers, health professionals or psychologists who may carry out more specialized assessments.

Initial Concern about a pupil

If a member of staff has concerns about a pupil the class teacher should complete an Initial Concern Form. This will usually be used as a basis for initial discussion with the SENCo and parents about their concerns. Parents will be asked for their views and any relevant information about their child. The parents' views should be recorded on an Initial Concern Form along with the class teacher's concerns, observations and any other relevant information. This will highlight areas of concern for the teacher to use when setting targets. A decision will then be made as to whether the pupil should be placed on the school's SEND register or to continue monitoring under the school's 'Amber' arrangements. If it is decided that the child does not meet the criteria for placing on the SEND register this will be recorded.

The following criteria should be considered:

The triggers for intervention could be the teacher's or another's concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The class teacher will decide on appropriate interventions or adaptations for helping the pupil and it will be the teacher's responsibility to implement them. The class teacher may wish to consult the SEN Coordinator and/or subject coordinators for advice about resources and teaching strategies. Resources necessary for the meeting of a pupil's needs at this stage will be met from those already available within or readily accessible by the school.

SEND Support

If the decision is made to put a child on the SEND register, the class teacher and SEN Coordinator will gather all the appropriate information about the pupil, including the pupil's own views where appropriate, and plan support and/or interventions to put in place. It is the class teacher's responsibility to ensure the planned support takes place. The progress of pupils with SEND is reviewed termly. Parents will continue to be informed and involved in any decisions made through review meetings or parents' evenings.

Pupils on the SEND register have a Pupil Portrait which outlines their particular strengths and areas of need.

The Pupil Portrait includes:

- Pupil's strengths and areas of need
- long term outcomes
- shorter term targets

- teaching strategies to be used
- additional or different provision
- when the plan is to be reviewed

Pupil Portraits are reviewed and updated termly.

Sometimes, despite additional support and intervention, pupils do not make the expected progress. In this case the school may request help from an appropriate external agency to gain further insight into the child's needs and advice on additional strategies to help the child. They may provide or recommend more specialist assessments and give advice on interventions or specialised materials. In some cases an outside support service may come to school to deliver an intervention or train a member of staff.

The school will ensure that advice from Specialist Support services is implemented where possible. The pupil's progress will continue to be monitored and reviewed on a regular basis with parents, usually with representatives from the support services involved. If a pupil's progress continues to be a concern, despite appropriate adaptations to teaching and provision, the school may consider making a request for statutory assessment from the LEA if the child meets the criteria specified by the LA.

If a pupil makes good progress and reaches age appropriate levels of attainment and development then the decision may be made to take them off the SEND register but continue to monitor them at Pupil Progress reviews.

Statutory Assessment

As outlined in the Code of Practice, 'Where a request for Statutory Assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.'

The School will refer to criteria for proposed statutory assessment and follow the LA procedure for requesting a Statutory Assessment outlined in the document, Leicester City Statutory Education, Health and Care Needs Assessment Process April 2017. Parents will always be involved in the decision to request a Statutory Assessment.

If the school is confident that the LA criteria have been met the relevant documentation will be completed, in consultation with the parents. The LA will scrutinize the school's submission and may seek further information or evidence

from the school that any programme implemented for the pupil has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will then decide whether or not to proceed with Statutory Assessment of the pupil's Special Educational Needs and Disabilities. (See Leicester City Statutory Education, Health and Care Needs Assessment Process April 2017 for full EHC Assessment and Plan Process)

For the purpose of making a statutory assessment, the LA will seek written:

- Parental advice
- Educational Advice
- Medical Advice
- Psychological Advice
- Social Services Advice

The LA will consider all the advice it receives and decide whether or not to issue an Education, Health and Care Plan (EHC Plan). Initially a draft EHC Plan is produced and there may be a period of negotiation and discussion between the LEA and the parents. When an agreement is reached the final EHC Plan is issued. Parents can be supported by an independent representative throughout the process and interpreters will be provided if needed.

Education, Health and Care Plans (EHCPs) and Statutory Reviews

On receipt of an Education, Health and Care Plan the school will arrange an initial planning meeting. The pupil's class teacher, SEN Coordinator, parents, any other professionals involved with the pupil and the pupil him/herself if appropriate, will be invited to attend. The purpose of this initial meeting is to focus on the aims contained in the plan so that annual objectives can be recorded in the Pupil Portrait along with appropriate short term targets. The school will decide how its delegated resources will be deployed to meet the pupil's Special Educational Needs and Disabilities. New targets and arrangements to meet the pupil's needs will be drawn up.

An Education, Health and Care Plan is a legal document which must be reviewed annually to review the progress which the pupil has made over the past 12 months and to ensure that the information in the plan remains appropriate. All those involved with the pupil will be invited to attend and/or provide written contributions. Any action recommended will be put into practice and incorporated into the pupil's new plan.

The Education, Health and Care Plans of pupils under 5 years old are reviewed every 6 months.

SEN Tribunal

If Parents disagree with the LA about the way to meet their child's needs they should attempt to discuss this with the LA first. Usually disagreements can be resolved at this stage. If they are still unhappy they can appeal to a Tribunal – an independent body who will consider parental appeals against the decisions of Local Authorities about children's Special Educational Needs and Disabilities. Appeals must be made within 2 months of the decision. Parents can appeal if the LA refuses to carry out a Statutory Assessment, or issue an Education, Health and Care Plan or if they disagree with part of the Plan.

Monitoring through whole school arrangements

Class Teachers follow a continuous cycle of planning, teaching, evaluating and assessing all pupils. All staff are aware of the policy and procedures for monitoring pupils' progress. Pupil progress is reviewed at termly Pupil Progress meetings and at individual review meetings for pupils on the SEND register. Pupils' progress is measured by referring to:

- the Early Learning Goals
- the Next Steps guidance
- the outcomes from the Foundation Stage Profile
- performance against level descriptors within the National Curriculum
- P-levels for those pupils working significantly below age related expectations
- SATs and optional SATs results
- Standardised assessment tools
- teacher records as part of ongoing observation and assessment
- teacher records of achievement of learning objectives

Class Teachers adapt their teaching and differentiate the curriculum to suit the needs of the children in their class. Most children will learn and progress within the arrangements made by the school. However, many children will need extra help through whole school arrangements at some time in their school career. A child needing some help does not necessarily mean that s/he has Special Educational Needs and Disabilities.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers must differentiate work. They work to meet individual learning needs through a continuous cycle of planning, teaching and assessing.

Where pupils are identified as having Special Educational Needs and Disabilities, the school provides for these additional needs in a variety of ways. The provision a pupil receives is related specifically to his/her needs. The following additional support may be provided:

- Differentiated learning objectives
- Differentiation of tasks
- In-class support for individuals or small groups with a Teaching Assistant (TA)
- Individual or small group withdrawal with a TA or specialist teacher to work on specific targets or a specific intervention
- Positive Behaviour Plan
- Further differentiation of resources
- Different or adapted learning materials or special equipment
- Using ICT to support learning
- Staff training to introduce more effective strategies
- Adaptation of teaching methods and styles

We will make every effort to achieve maximum integration of pupils with SEND whilst meeting each pupil's individual needs. Where possible, pupils will be supported in their normal classroom setting and will follow the same curriculum as their peers. It is the responsibility of the class teachers to differentiate work to ensure children with SEND have access to the curriculum. Pupils may also be withdrawn from the classroom to take part in smaller focused group or individual work or a planned, timed intervention delivered by a trained adult (usually a TA).

Pupils on the SEND register will receive additional support and provision according to their needs. We use the LA document 'Inclusive Provision for SEND Pupils in Mainstreams schools', which provides a set of expectations for High Quality Teaching and SEND Provision. For pupils with EHCPs, provision will be in line with the recommendations on the Plan.

Links with Local Support Services

We aim to maintain positive contact with the following local support services and sometimes contact them to obtain advice or information about pupils with SEND. The school will always seek permission from parents/carers before contacting a support service about an individual child.

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS) which includes:
 - Learning and Autism Support Team
 - The Early Years Support Team
 - Social, Emotional and Mental Health Team
 - Visual Support Service
 - Hearing Support Service
- Local Sure Start and Family Support Teams
- Community Health Services including
 - Children's Speech and Language Therapy
 - Children's Occupational Therapy
 - Children's Physiotherapy
 - Family Health Visitors
 - Primary Mental Health Team
 - CAMHS
- Social Care and Health
- Educational Welfare Service
- ADHD Solutions

The school has a School Nurse. She is available to advise the school on health factors that can affect a child's learning and runs regular drop-in sessions for parents at the school. The school nurse may monitor a child where aspects of their health are causing concern. In some cases the school may refer a child to the appropriate health department via the SPOC (Single Point of Contact) referral, when medical factors are thought to be affecting a child's learning.

Links with Other Schools/Integration Links

The SEN Coordinator works with other city SEN Coordinators through termly meetings of the City SENCO network and with SENCOs in the local area through a SENCo Hub.

The SEN Coordinator and Year 6 teacher meet with the SEN Coordinator at English Martyrs Secondary School in the Summer term to ensure that Year 6 pupils' Special Educational Needs and Disabilities are known to them on transfer to KS3. Arrangements may be made to liaise with other secondary schools who receive pupils from St. Patrick's, or schools to which our pupil's may transfer, in order to pass on relevant information regarding a pupil's Special Educational Needs and Disabilities.

INSET

In order to maintain and develop the quality of our SEND provision the school provides the staff with training on specific issues through courses and INSET. Input from external agencies is actively encouraged. Class Teachers and the SEN Coordinator regularly attend training on SEND issues. Recent whole staff training has included ADHD Identification and Management, Nurturing Practices and AET (Autism Education Trust) Level 1 Training. The school office holds a file containing information about all training attended by members of staff.

Monitoring the success of the School's SEND Policy

The Governing Body will include information on the implementation of this policy, and on any changes to it, in the annual report to parents. The Governing Body will do its best to ensure the best possible provision for Special Educational Needs and Disabilities in the school using the resources available. Governors are aware of their responsibilities for the education of pupils with Special Educational Needs and Disabilities. The Governor for Special Educational Needs and Disabilities – Mr Jack McConnochie - works closely with the SEN Coordinator.

The Governors evaluate the effectiveness of the education we provide for pupils with SEND annually using the following success criteria:

- Are pupils on the SEND register achieving their targets?
- Is there evidence of individual pupil progress over time?
- Is pupil progress monitored and reviewed each term?
- Are outcomes aspirational and written in accessible language?
- Is the SEND register up to date?
- Is there movement on and off the SEND register?
- Are pupils aware of their targets and longer term outcomes?

- Are parents informed of their child's targets, their progress and any concerns the school might have about their child?
- Do parents feel involved in their child's education and are they satisfied with the provision made?
- Are all teachers and support staff working with pupils aware of their targets?
- Are all teachers aware of their responsibilities?
- Are all teachers and support staff aware of SEND procedures?
- Do teachers' weekly plans show evidence of differentiation?
- Are resources being effectively used?
- Have sufficient resources been allocated to allow planned support to take place?
- Are SEND issues included in staff development planning?
- Is SEND a key issue in the school improvement plan?
- Are the Senior Management Team involved in SEND issues?
- Have staff undertaken training on the SEND Code of Practice 2014?
- Does the SENCO have regular meetings with the governor responsible for SEND?
- Is there an annual review of the School's SEND policy?

Complaints

Parents are encouraged to discuss any problems, queries, concerns or complaints relating to the provision for pupils with SEND with the school. These may be raised initially with the appropriate member of staff, SEN Coordinator or the Headteacher (Stage 1). As per our published 'Complaints Procedure', all complaints must be considered fully at the informal (Stage 1) and formal investigation (Stage 2) stages before they can be progressed to a formal complaint panel (Stage 3) unless it is agreed with the complainant that that it would be more appropriate for the complaint to proceed directly to Stage 2.

Mary Leach
SEN Coordinator
June 2021