



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus’ Galatians 3:28

Date	Review Date	Co-ordinator	Nominated Governor
September 2023	September 2024 (Annually)	Jaime Byast (SENCo)	Personal Development Behaviour and Welfare Portfolio Holder

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision for children with SEND

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life
- be successful in work
- be a part of our local and Catholic community

Every child with SEND can thrive. We do all that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make **reasonable adjustments** to lessons and our school environment;
- provide staff training to expand our SEND expertise.

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

Definition of Special Educational Needs

According to the Children and Families Act 2014:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

A child of compulsory school age or young person has a learning difficulty or disability if they:

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

A child under compulsory school age (Nursery children at Our Lady of Lourdes) has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles and Responsibilities

The SENCO is Jaime Byast.

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 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 will:

- Help to raise awareness of SEN issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body 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 teachers

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.

Categories of Need

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:



- **Cognition and Learning (C&L)** (this includes Learning Difficulties, Dyslexia and Dyscalculia and difficulties with focus, attention and memory).
- **Communication and Interaction (C&I)** (this includes Autism/ASD, social communication difficulties, speech and language difficulties, eg. Receptive language difficulties, selective mutism, articulation difficulties, etc)
- **Social, Emotional Mental Health (SEMH)**, including (this includes ADHD, Anxiety and Dysregulated behaviour)
- **Physical / Sensory needs** (this includes Physical needs (e.g. cerebral palsy, dyspraxia), Deafness or hearing difficulty, Blind or visually impaired)

Some children have more than one type of SEND.

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Identifying pupils with SEN and assessing their needs

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 (universal provision), or whether something different or additional is needed (targeted support).

Consulting and involving pupils and parents



At Our Lady of Lourdes we promote a culture of cooperation between the school and parents. We believe this is vitally important in enabling children with SEN to achieve their potential. The latest reform in SEN also highlights the importance and value of this relationship. 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

We will formally notify parents when it is decided that a pupil will receive SEN support. An ISP meeting will be arranged and parents and the child will be invited to attend. At these meetings we will discuss the targets and provision that the school will put into place.

Parents of pupils who have EHC plans are invited to attend Annual Reviews to discuss their child's progress. Any other agencies involved are also encouraged to attend. In this meeting parents are also given the opportunity to express and discuss, with those present, additional concerns for their child. Parents are encouraged to attend meetings with any specialists who have assessed or worked with their children.

Parents are encouraged to make appointments with the SENCO at any other time if they have a concern. Senior members of staff and teaching staff are also available to speak to parents by prior arrangement.

Parents are given information and encourage to access local services through Southend on Sea's Local offer - <https://livewellsouthend.com/kb5/southendonsea/directory/home.page>

Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other assessments, including where appropriate NFER tests, running records, and accelerated reader.
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.



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.

Supporting pupils moving between phases and preparing for secondary school

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

Pupils with EHC plans should have their plan amended by the LA by 15th February of the year of transfer. The transition review therefore has to be completed by the end of October in the Autumn term of Year 6. At this review the parents' preferences and views can be discussed. This should enable all arrangements for the pupil's placement to be completed no later than the beginning of March before the summer transfer.

Relevant Secondary schools receive information concerning pupils with SEN in the summer term of the pupil's transfer. Appointments are made for the pupil's with SEN to have extra visits to their Secondary school and meet their Secondary school SENCO and support teachers.

Pupils moving within our school will have time to visit their new classroom at the end of the summer term and meet their new teacher. For some children additional transition arrangements will be needed, such as extra visits, or a photo book of their new classroom. These will be arranged on an individual basis.

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. This is called our Universal Provision offer.

Some children may need some additional support, in the form of interventions. This is called targeted support. We record these interventions on a provision map and monitor them carefully to ensure that they are effective.

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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have number of teaching assistants who are trained to deliver interventions.
- We work with external agencies to provide support for pupils with SEN as the need arises

Expertise and training of staff

The SENCO is working towards the SEND qualification and has previous experience in this role.



LSAs are employed on a part time and full time basis. A proportion of their time is allocated specifically to support children with SEN in small groups or individually. This support may take place either inside or outside the classroom. The LSAs receive regular CPD to support them with delivering interventions.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Regular monitoring of procedures and practice by the Personal Development, Behaviour and Welfare Portfolio Holder of the Governing Body.

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

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(s) to PGL.

All pupils are encouraged to take part in sports day/school plays/special workshops.

Staff may need to talk to parents to plan adjustments to some of our activities. Parents can talk to their class teacher or a SENDCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Admissions

We welcome children with all the above types of SEND who have applied for a place at Our Lady of Lourdes.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation)

Working with other agencies

- The School refers to the SEND Team department at the local Authority for advice where necessary.



- The SENCO invites the Early Years SEN Advisor to observe, assess and give advice for specific pupils.
- The school work with outreach services from our local Specialist Provision. The Educational Psychologist is commissioned to observe, assess and advise.
- Appointments can be made with the School nurse for parents with children that have health concerns about. The SENCO will also make requests for assessment where concerns exist.
- The school works alongside Speech Therapists and Occupational Therapists where a programme is being put into place for an individual child.
- The school refers pupils to GPs and corresponds with Paediatricians and other health specialists.
- The school refers parents to the LA Information, Support and Advice Service if the need arises.
- The school has a contract with the Brentwood Catholic Children's Society to work with children who need emotional support.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. Usually these issues are resolved easily through discussions. They will then be referred to the school's complaints policy and procedure.

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

The Local Authority's Information, Advice and Support Service (IASS) offer comprehensive, impartial and appropriate advice. For more information please visit [Livewell Southend](#)

Monitoring arrangements

This policy and information report will be reviewed by the SENCO Jaime Byast 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.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Intimate care