



Special Education Needs Policy 2023/24

Guiding Principles:

The *Special Educational Needs and Disability Code of Practice: 0-25 years 2014* states, “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential” (Chapter 6.1).

In line with the *SEN and Disability Regulations 2014* (Part 3), St Gerard’s Catholic Primary and Nursery School has a designated, SENDCo L. Roberts, who will monitor and track the progress of any child with SEND; inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential.

We will not discriminate against any pupils and will make *reasonable adjustments* to the curriculum where required in accordance with the *Equalities Act 2010* (Part 6, chapter 1).

This Special Educational Needs Policy will guide to ensure that St Gerard's Catholic Primary and Nursery School meets its statutory responsibilities for children with SEND in line with this Government guidance.

School Values and Ethos:

St Gerard's Catholic Primary and Nursery School is all-inclusive, every child is supported to access all aspects of school life including after-school events and residential trips. Our children's involvement in the wider life of the school is viewed as being just as vital as their academic progress.

We have high expectations for all children, and we encourage and support all children to achieve their best. Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream, and achieve.

Aims of SEND Policy:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves their full individual potential.
- Use resources effectively to support pupils with special educational needs and disabilities.
- To enable all pupils to have inclusive learning.
- To value and encourage the contribution of all children to the wider life of the school.
- To work in partnership with parents, valuing their role as key educators.
- To work in unison with children by listening and involving the young person themselves.

- To work with the Governing Body to enable them to fulfil their statutory monitoring role concerning the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Lines of Responsibility:

If parents or carers have any concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENDCO (Miss. Roberts). The head teacher (Mr. Landrum) is aware of any children with SEND who require provision that is *different from* or *additional to* the support already given in class. The SEND Governor is Mrs. Val Cordy.

Admissions Procedures:

St Gerard's Roman Catholic Primary and Nursery School aims to meet the needs of any pupil whose parent wishes to enrol at the school as long as a place is available and the admission criteria are fulfilled. This currently includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction regarding pupils who have SEN. No pupil can be refused admission solely because s/he has SEN except where the pupil is the subject of a EHCP under the Children and Families Act 2014 and the Local Education Authority has indicated that the provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs, the SENDCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. This is to ensure that there is no loss of learning time and that transitions into the school are smooth.

How SEND is identified and Transition Arrangements:

- Every teacher is responsible for the teaching and learning of all pupils and by following the graduated approach of *assess, plan, do, review*, any individual learning needs are quickly identified and addressed.
- Ongoing teacher assessments and termly progress meetings are held with pupils and parents to discuss the provision; and the pupil's progress and the teacher will review any support required for the following term.
- Children will be assessed at the start of the school year and end of every term to monitor and track progress. They will also formatively assess progress against the objectives specified in the national curriculum.
- Upon assessment, if the pupil is considerably behind their peers, observation, and judgments will determine the appropriate provision to be made; identify if there is specific learning needs and involve external agencies if required.
- When a child is moving between different phases of transition (i.e. Key Stage), regular meetings will be held between the schools to discuss any concerns and share necessary information.
- St Gerard's Catholic Primary and Nursery School also provides appropriate support for children with SEMH in line with the Equalities Act 2010 and statutory guidance.

Support:

The child's class teacher and SENDCo will decide on the action needed, alongside Quality First teaching, to help the child progress in light of the earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children working with the teacher, teaching assistant, or SENDCo.

- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Children who require support for Social, Emotional, and Mental Health difficulties will be supported through the school's nurturing approach or via individual or one-to-one support from our trained Emotional Literacy Support Assistants.

After discussions with the SENDCo, the class teacher will then be responsible for supporting the child on a daily basis. Parents will continue to be consulted and kept informed. Although the school can identify special educational needs and make provisions to meet those needs, we do not offer diagnoses. Parents are advised to agree to a referral to an outside agency with support from the SENDCo or to contact their GP.

At St Gerard's Roman Catholic Primary and Nursery School, we aim to have good and informative relationships with all of our parents. All parents of children with a SEND will be treated as partners and given support to play an active and valued role in their child's education. If a child is experiencing difficulties, parents will be informed either at parental consultations or during informal meetings to discuss a child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEN. Once a child has been identified as having a SEN, the class teacher and or SENDCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEN Support on the SEN Register
- Discuss any assessments that may have been completed
- Agree a plan and provision for the next term, a SEN Support plan. This may include a plan to refer to outside agencies for further assessments and support. This is part of the graduated approach cycle of Assess, Plan, Do, Review required by the Code of Practice (2014).

Additional Support:

At St Gerard's Roman Catholic Primary and Nursery School we work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. School support can take many forms such as adult support in class, one-

to-one or small group intervention, additional resources in class, access to a wide range of IT or supporting the use of auxiliary aids. We have staff trained to deliver evidence-based interventions to support all children, including those with SEND. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Accessibility and Inclusion:

At St Gerard's Roman Catholic Primary and Nursery School we endeavour to be disability friendly. Although the school operates over two floors, we have access ramps and an accessible toilet within the school. Where changes cannot be made to the physical environment, teachers will adapt lessons to ensure that all children can participate. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including sensory difficulties. We aim for all of our classrooms to be inclusion-friendly. We aim to teach in a way that will support children with tendencies towards ASD, ADHD or other specific learning needs. This is good practice to support all children but is vital to those who particularly need it. All of our children access the National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our pupils have equal access to lunchtime and after-school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical need. When necessary, an additional adult will attend school visits and extra-curricular clubs and amendments made to offer additional support to pupils.

Use of External Agencies:

Outside Agencies may become involved if a child continues to make little or no progress despite Quality First teaching and adaptations. They will use the child's records to establish which strategies have already been employed and which targets have previously been set as part of a graduated approach. The external agency may act in an advisory capacity, provide additional specialist assessments or be involved in teaching the child directly. The child's SMART targets will be set out as will strategies to implement these will be recorded in the child's individual Support Plan.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long time.
- Continues working at National Curriculum Levels substantially below that expected of a child at a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties and these substantially interfere with the child's learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the academic level of his or her peers.
- Despite intervention the child continues to require a high level of support for their Social, Emotional, Mental Health needs.

Remote Learning

If children with SEND need to self-isolate or unable to attend school due to localised class or school closures, they will have access to a remote education, which will be tailored to meet their needs. At St. Gerard's Catholic Primary and Nursery, we recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. We will work with families to deliver a broad and ambitious curriculum, ensuring that activities are adapted to meet the needs of different children. At St. Gerard's Catholic Nursery and Primary School, we understand the importance of effective communication channels to support pupils with special educational needs and disabilities (SEND). Mrs Kent (SENCO) will be available via email, class dojo, seesaw or telephone to support children and families who may need additional provision when they are unable to attend school. Mrs Kent will contact the parents of all children who have been identified as having SEND via telephone to ensure that they have all the resources they need in order to complete the work set by class teachers. She will also liaise with teachers to ensure that the activities planned for children to complete at home are adapted so that they are accessible to all learners. Approaches and support will be tailored to individual needs to prevent children falling further behind. If children need accessibility tools to allow them to access their learning remotely this will be discussed collaboratively with the class teacher, SENCO and the Senior Leadership Team. These tools may include: coloured overlays, coloured paper, speech to text technology, voice to text technology and access to sensory support such as wobble cushions or weighted lap pads to help children remain focussed. At St Gerard's Catholic Nursery and Primary School, we are dedicated to ensuring that all pupils continue to make progress in line with their abilities and will do everything to ensure that this is sustained even when pupils are unable to attend school.

Complaints Procedure:

St Gerard's Roman Catholic Primary and Nursery School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy

and procedure. Specific complaints about the school's provision for children with EHCP's may be directed to the Local Authority.

Policy Review Arrangements:

This policy will be reviewed annually considering changes in staffing or legislation.

Review date: September 2024