

Special Educational Needs and Disabilities Policy

Adopted: February 2018

Review date: February 2019

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEND Code of Practice accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information about the Pathway and about Lancashire's Local Offer at

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer

includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Why does this school exist? The school exists to increase levels of knowledge, understanding and skill, so that all those who teach, learn and work in it are empowered to proclaim the Gospel message of life and hope, to our own and future generations.

What does it seek to do? The school seeks to raise standards, develop enquiring minds, kind hearts, helping hands, and encourage everyone to follow the way of life marked out by Christ.

How will the school operate? Working in partnership to achieve these goals, the school community will be guided by the Gospel values of freedom, fairness and love.

What are the school's expectations? The school expects to bring out the best in all who teach, learn and work in it.

1. Aims and objectives

This policy outlines The Blessed Sacrament Catholic Primary School's aims, objectives and values in relation to pupils with special educational needs. It was created by the SENDCO with the SEN Governor in liaison with Senior Leadership team. It has been co produced by all staff in the school and the parents of children with SEND.

It complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25, 2014, 3.65 and has been written with reference to the following guidance and documents. Equality Act 2010: advice for schools DfE Feb 2013; Schools SEND Information Report Regulations 2014. Special Educational Needs and Disability Regulations 2014, Statutory Guidance on Supporting Children with Medical Conditions 2014; Teacher Standards 2012, The National Curriculum in England Key Stage 1 and 2 framework document 2013. It also makes reference to the school's Safeguarding Policy and Accessibility Plan.

It provides a framework within which parents, staff, outside agencies and governors can work together to meet the needs of these pupils. A copy can be found on the school website or a paper copy can be obtained from the school office. Copies are also available from class teachers.

This document is intended for:

- a) parents
- b) all teaching staff
- c) teaching assistants
- d) school governors
- e) inspection teams

Aims

In line with our Mission Statement we aim to:

- create an environment, which is warm, welcoming and open, where children see each other as unique and valued members of the school and wider community;
- enable all children to be aware of their own capabilities and to develop the confidence to achieve their personal potential;
- create an environment where children can develop the skills, self-esteem and motivation to become responsible for their own learning and behaviour as they move through the school;
- raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children;
- recognise that all children may have special needs at particular times in their school career.
- cater for the individual learning needs of every child whilst also recognising the need for specialised provision.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. The school seeks to work within the guidance provided in the SEND Code of Practice, 2014 and operates a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To provide full access to a broad, balanced and differentiated curriculum,** based on the Early Years Foundation Stage, the National Curriculum and R.E. syllabus, which is accessible to pupils with SEND and promotes high standards of attainment and achievement;
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work at developing and maintaining partnerships with and between pupils, staff, and governors.** Also with **external agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: The Special Educational Needs Information and Advice Service (SENDIASS); Educational Psychology (Acorns) and Educational Psychology Link EP; Speech and Language Therapy; Occupational Therapy; Physiotherapy; Children and Adult Mental Health Service (CAMHS); The County Special Educational Needs and Disability Service Officer (SEND), Specialist SEN Teachers.
- **Ensure** that all teaching and support staff are involved in planning and meeting the learning needs of all pupils; and that all staff receive support and advice on how to meet the needs of pupils with special educational needs.
- **Provide appropriate resources, information and skills** within the school where practicable and within financial constraint;
- **Work at encouraging success** for all pupils in accordance with the school ethos.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits; school plays; sports teams and after school clubs.

2. Roles and Responsibilities

At The Blessed Sacrament responsibility for children with special educational needs is seen as an integral aspect of the work of every member of staff. There are, however, people within the school that have specific responsibilities:

a) The Governing Body's role is to:

- be fully involved in developing and monitoring the school's SEND policy;
- be involved in establishing appropriate staffing and funding arrangements to secure the necessary provision for pupils with SEND;
- be knowledgeable about the deployment of SEND provision and ensure that the quality is continually monitored;
- ensure that SEND is an integral part of the school development plan;

- ensure that teachers in school are aware of the importance of identifying and providing for pupils with SEND;
- ensure that pupils with SEND are integrated into the school;

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the Full Governing Body is kept informed of how the school is meeting the statutory requirements. This role is being temporarily filled by Mrs Helen Lynch. The SEND Governor meets regularly with the SENDCO and reports back to the Governing Body.

b) The Head Teacher is responsible for the day to day management of the provision for pupils with special educational needs including:

- supporting the SENDCO;
- ensuring that the policy is activated;
- ensuring that finance is suitably dispersed;
- ensuring that the policy is evaluated annually and reported to parents;
- ensuring that the school prospectus includes a summary of the SEND policy;
- ensuring that the SENDCO convenes, chairs and reports on annual reviews;
- keeping the governing body fully informed about SEND.

The Head Teacher is the Designated Safeguarding Lead with specific responsibility for Safeguarding and Child Protection. Mrs E Ibison (Assistant Head Teacher), Miss J Liddle (Family Support Worker) and Miss J Barlow (SENDCO) are the Deputy Designated Safeguarding Leads. Mrs E Ibison (Assistant Head Teacher) is also responsible for managing the needs of any Children Looked After.

c) The Special Needs Co-ordinator (SENDCO), Miss J. Barlow (Specialist SEND Teacher and member of the Senior Leadership Team), is responsible for co-ordinating the day-to-day operation of the school's SEND policy including:

- co-ordinating and monitoring the on-going provision for children with SEND;
- liaising with, advising and assisting fellow teachers to provide special help for children with learning difficulties and specialist teaching of children with SEND;
- managing and liaising with support staff;
- contributing to the professional development of staff by arranging/delivering appropriate in-service training;
- liaising and working closely with parents of children with SEND;
- liaising and working closely with external agencies including the Lancashire SEND team (Special Educational Needs and Disability Service) which includes the LEA's educational psychological services and specialist teacher service formerly IDSS, health and social services and voluntary bodies;
- organising review meetings for statemented pupils or pupils with EHCPs;
- making referrals;
- overseeing the records of all children with special educational needs
- purchasing and organising resources;
- overseeing the monitoring of the teaching of SEND pupils throughout the school;

- evaluating SEND in school, ensuring that progression is made and provision is of a suitable standard;
- identifying areas for development in SEND and contributing to the School Development Plan;
- liaising with the SEND Governor and preparing appropriate reports.

The SENDCO is aided by Mr David Earl (Behaviour Lead) who oversees behaviour throughout the school and Mrs Trudi Wilson (Assistant Sendco)

d) Class Teachers 'role is to:

- be involved in the development of the school's SEND policy;
- be fully aware of the school's SEND procedures for identifying, assessing and making provision for pupils with SEND;
- be responsible for identifying pupils with SEND;
- be responsible for ensuring that SEND pupils have access to the whole curriculum;
- be responsible for constructing and reviewing Learning Plans for pupils with SEND, with support from the SENDCO;
- be responsible for the delivery of interventions recorded in pupils' Learning Plans;
- be responsible for day to day deployment of teaching assistants within their class;
- monitor the progress of all SEND pupils in their class;
- organise review meetings for pupils on the SEND Register;
- contribute to review meetings for statemented pupils and pupils with EHCPs;
- be responsible, at the end of the academic year, for disseminating appropriate information and passing teacher records on SEND pupils to the next class teacher in the school;
- be responsible for monitoring and evaluating the provision for pupils with SEND in the subjects that they co-ordinate.
- **In our school every teacher is a teacher of every child including those with SEND.**

e) Teaching Assistant's (SEND and Class TAs) role is to:

- be involved in the development of the school's SEND policy;
- be fully aware of the school's SEND procedures for identifying, assessing and making provision for pupils with SEND;
- contribute to the construction and review of Learning Plans;
- assist in the delivery of interventions recorded in pupils' Learning Plans;
- keep day to day records of the progress of SEND pupils, as appropriate;
- contribute to review meetings for pupils with SEND;
- work with children who do not have SEND so that -
 - i. they and the SEND pupils are regarded as part of the class and avoid being 'labelled'

- ii. the SEND pupils learn independence and develop the ability to work with others
teachers have opportunities to work with and assess the SEND pupils.

e) The Child's role is to:

- contribute to the construction and review of Learning Plans;
- attend and contribute to any meetings that are relevant to them and their needs if they wish to do so:
- with the aid of a member of staff to discuss and review the SEND provision that they have participated in and to evaluate its impact and steps for their future.

f) The Parent's role is to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- access information, advice and support during assessment and any related decision-making processes about special educational provision.

3. Arrangements for coordinating SEND provision

- The SENCO will hold details of all SEND records for individual pupils and will ensure confidentiality in line with the school policy on Information Management;

All staff can access the following information on the Teachers Share Folder on the School Server or from the Inclusion Room:

- The Blessed Sacrament SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs and learning plans as well as information about who is supporting the child.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Lancashire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEN Provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the School Accessibility Plan for more details. The learning environment is adapted as necessary to meet the requirements of all pupils who have special educational needs.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £10,000. Some pupils with SEND may access additional funding. This additional funding might be obtained from the authority and is called AIS. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through the County SEND team. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

There are four areas of Special Educational Need specified in the DFE Code of Practice 2014. **These are; communication and interaction; cognition and learning; social emotional and mental health issues and sensory and/or physical needs.**

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Once in Nursery or school assessment becomes central to our planning for all pupils and is a first step to identifying, understanding and providing for the child's needs and monitoring the child's progress. Class teachers have a key role in monitoring all aspects of pupil performance and, in particular, in identifying and assessing the needs of pupils in their care. Teacher Assessment is vitally important in identifying pupils with SEND but formal performance indicators such as Baseline assessment, SATs, PIVATS and diagnostic tests conducted by the Specialist Teacher and Educational Psychologist are also used to identify pupils' needs and support teacher assessment. Criteria for early identification of barriers to learning and participation are included in the Code of Practice model detailed below.

In line with our policy on Assessment we:

- Analyse the child's learning difficulty;
- Clarify the child's needs for different kinds of approaches or resources;
- Provide for these needs, whilst setting suitable learning challenges;
- Continually assess the child's progress.

If the teacher, parent and/or other members of staff are concerned about a child's development in any area they should approach the class teacher for advice in the first instance. The Class Teacher will approach the SENDCO for advice and input as necessary. The child may initially be placed in an Intervention Group to address the difficulty. If this occurs this will be recorded on the child's individual provision map. If the child's progress does not improve or attainment deteriorates further the child may require some Wave 2 1:1 support. If the child does not improve at this stage they may be identified as having Special Educational Needs and placed on the SEND Register.

When a child is identified as having special educational needs the school follows the model advised by the Code of Practice. At all stages pupils are encouraged to participate, in accordance with their age and understanding, and parents are consulted and kept informed.

In our school we aim to identify the needs of pupils by considering the whole child as well as their specific educational needs.

It is recognised that there are some areas that are **not SEND** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation. These alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of a Serviceman/woman.

The school keeps three levels of provision map. These are; a whole school provision map which lists the various interventions and support available throughout the school; a class provision map which is kept up to date by the teachers and lists the support that is provided in each class and the individual provision map which is held by the SENDCO and lists the intervention that each pupil receives during their time in school.

A graduated approach:

Quality First Teaching

At the Blessed Sacrament Catholic Primary School differentiated quality first teaching is a priority for all pupils including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having a learning difficulty they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. The SENDCO may need to give teachers strategies and information on how to identify and provide for different types of SEND.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Intervention.

- g) If a child has not made progress in the class setting despite appropriate differentiation then the child may be placed in a small intervention group.
- h) A formal Initial Concern Form will be submitted to the SENDCO or Behaviour Lead.
- h) If the child does not make adequate progress in an intervention group the child may be given 1:1 provision under Wave 2.
- i) If the child continues to experience difficulty and does not make progress despite intervention/adjustments and a good quality personalised teaching then they may be identified by the class teacher as having SEND. This decision would be made by considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. They include high quality and accurate formative assessment, using effective tools and early assessment materials including assessment by a Specialist SEND Teacher.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
 - The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings. Or the class teacher will call a meeting to discuss the child's needs and invite the SENDCO as necessary.
 - Parent's evenings and Pupil progress meetings are used to monitor and assess the progress being made by children.
 - A child may bypass the graduated approach if the need is obviously great or if a child has a medical diagnosis that results in SEND. This will be decided by the class teacher, SENDCO and parents.

9. Managing Pupils' needs on the SEND Register

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. The level of provision is decided by the Class teacher in consultation with colleagues in the Pupil Progress Meetings. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The child will also be consulted and their wishes and feelings taken into account when drawing up a learning plan. The learning plan will have targets that are specific, measureable, achievable, realistic and timed. It is a working document and is updated as soon as a target is met. The level of provision is decided by the Class teacher in consultation with colleagues in the Pupil Progress Meetings that are held after assessments have been done.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO. A named teaching assistant will be responsible for the one to one support identified on the learning plan.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. The child's progress and attainment is tracked using the Lancashire tracking document and a new learning plan will be produced after the data has been analysed.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review or TAF. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care and Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education-health-and-care-plans.aspx>

or by speaking to the School Caseworker for SEND on:

01772 532876

or by contacting the Special Educational Needs Advice and Support Service (SENDASS) - Formerly Parent Partnership on:

0300 123 6706 or email: information.lineteam@lancashire.gov.uk or ask for a referral form from School.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

11. Inclusion of pupils with SEND

The Headteacher and SENDCO oversee the school's SEND Policy and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes facilitating learning outside the classroom. Children with SEND are encouraged to participate in all activities alongside other pupils who do not have SEND and support is provided as necessary.

The Support of Pupils on the SEND Register with emotional, mental and social needs.

The School employs a Pupil Mentor in KS2 and one in KS1 who are available for children who have emotional, mental and social needs. The Pupil Mentors work to support the daily emotional and mental health of the children in school. They support the children on the SEND Register for SEMH needs through observation, liaison with class teachers and parents and working with the children on the targets in their Learning Plans.

The School runs two Nurture Groups, one in KS1 (The Cherry Tree Room) and one in KS2 (The Willow Room). This Nurture Provision is managed by the SENDCO and Behaviour Lead. They are run on a daily basis by highly experienced Level 3TAs.

A counsellor and Family Support Worker are available to provide support to children with SEND and their families throughout the school year.

The school will seek advice, as appropriate, around individual pupils, from external support services such as the SEND service (Special Educational Needs and Disability Service) and Key Family Support, CAMHS and the school's Educational Psychologist and County Link Educational Psychologist. Advice will be sought from the Primary Advice and Support Service (PASS) for children who have social, emotional, mental and behavioural difficulties. This may involve support from Goldenhill Short Stay School Outreach Service. Where a behavioural incident warrants exclusion, schools have a duty to inform this service as well as Pupil Access.

12. Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on class and individual provision maps, which are updated when the intervention is changed. These are updated by the class teacher and SENDCO whenever changes to provision are made. Learning Plans are monitored weekly and evaluated (at least) termly by the classteacher and support staff Following this a new learning plan is produced, shared and amended with the child's parents.

The Governing Body and Senior Management Team monitor and evaluate the impact of the school's SEND provision through; scrutinising data; talking to parents, children and staff; having regular meetings with the SENDCO and being fully aware of the contents and evaluation of the SEND Action Plan and the SEND Report to Governors.

If a class teacher or the SENDCO has information showing that after being on the SEND Register a child's progress and attainment in their area/s of difficulty has risen to age appropriate levels the child may be removed from the SEND Register using the form 'removal of a child from the SEND Register'. The child's parents are informed and the SEND Records are archived by the SENDCO.

13. Complaints procedure

1. If parents have cause for complaint they can express their concerns to the class teacher or SENDCO.
2. If this fails to resolve the issue, or if concerns persist, they should be brought to the attention of the Head Teacher.
3. Concerns that still cannot be resolved should be put in writing to the SEND Governor. A sub-committee of governors will be appointed at the earliest opportunity to act on behalf of the Governing Body.
4. Should an impasse arise between the parent and the school assistance will be sought from the LEA.

Parents are entitled to attend and be represented at each stage of the complaint procedure.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

16. Working in partnerships with parents

The Blessed Sacrament Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- c) continuing social and academic progress of children with SEND
- d) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority's SEND Information Advice and Support Service (SENDIASS) whenever specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor, may be contacted at any time in relation to SEND matters.

Parents can access complete up-to date information about SEND provision through the School's SEND Information Report which is updated annually and is published on the School Website.

17. Links with other agencies and voluntary organisations

The Blessed Sacrament Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Lancashire Special Educational Needs and Disability Service
- Golden hill Short Stay School
- Educational Psychology and Specialist Teachers
- Speech and Language Service
- Specialist Health Services such as Occupational Therapy and Physiotherapy
- School Doctor and Nurse/CAMHS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

18. Support for children with medical conditions

The children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. As specified in the DFE Code of Practice 2014 we use individual health care plans to meet the medical needs of such pupils. Where children also have special educational needs then provision is planned and delivered in a coordinated way with the healthcare plan. The school nurse is involved in writing and monitoring the health care plans. We have regard to the Statutory Guidance 'Supporting pupils at schools with medical conditions'. **Refer to the school policy on supporting children with medical conditions for more information. This can be found on the school's website.** Miss J Barlow is the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2013.

Signed _____ [Name]
(Head teacher)

Date _____ February 2018 _____

Signed _____ J Barlow _____ [Name]
(SENDCO)

Date _____ February 2018 _____

Signed _____ [Name]
(SEND Governor)

Date _____ February 2018 _____

This policy will be reviewed annually.