

# OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



## School **POLICY STATEMENT** for **SPECIAL EDUCATIONAL NEEDS & DISABILITY** **2023/24**

### Special Needs Co-ordinator

Mrs Liz Kendall (Headteacher/SENCo)

### Introduction:

We at Our Lady of Lourdes Catholic School are committed to providing education for all pupils through a variety of access strategies including differentiation, resources and facilities. All pupils' needs are considered, by ensuring that they have access to a broad, balanced and relevant curriculum. The school will, within the context of services available, seek the relevant support and advice from the LEA, in order to facilitate inclusion. **'For you are precious in my eyes'** is at the heart of this policy.

### Compliance:

Our Lady of Lourdes Catholic Primary School is an inclusive school. We take safeguarding very seriously and all our policies are developed with a high priority given to children's safety and in the light of our safeguarding policy. All our school policies are interlinked and should be read and informed by other policies.

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

- Special Educational Needs and Disability regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on supporting Pupils with Medical Conditions 2014
- Teachers Standards 2012
- Equality Act 2010: advice for Schools DfE 2013
- Disability & Accessibility Plan (2019/22)
- Safeguarding Policy (2020/21)
- The National Curriculum in England (2013)

The Governing Board of **Our Lady of Lourdes Catholic Primary & Nursery School** adopted this policy in **September 2023**. The policy will be reviewed on an annual basis.

### **Vision and Mission**

*"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."*



Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility

*"For you are precious in my eyes"*  
(Isaiah 43)

### **Objectives:**

1. To create an ethos and educational environment that is person centred and has the views and needs of the children at its heart along with their families
2. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
3. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
4. To promote the personal, social, moral and cultural development of all pupils.
5. Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
6. Ensure good working relationships with parents, carers and the community
7. To continue to raise staff awareness of inclusion through ongoing staff development
8. To celebrate the progress and achievements that all members of the community make
9. To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
10. Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.
11. To seek to continuously monitor and evaluate the success of policy and practice

## Identification of Pupils Needs:

### Early Identification

Assessment is a first step to identifying, understanding and providing for a child's needs and monitoring a child's progress. Class teachers play a key role in monitoring their children's progress. Teacher assessment is used to identify pupils with SEN as well as other more formal performance indicators such as Baseline, SATs, PIVATS and tests carried out by Specialist teachers.

*Early identification can show that 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*

*Code of Practice 6.17*

If a teacher, parent and/or other member 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 SENCo for advice and input as necessary.

### On Entry

Before the children start Nursery, the Reception Class Teacher and Teaching Assistant have thorough discussions with parents about the needs of their child. Any Special Educational Need can be identified early on and appropriate support given. If a child joins our school from another setting, then they would carry out a nursery visit. If a pupil has been identified with SEN in the setting and is receiving support, as much information is gathered before starting school eg. past IEPs, assessments, incident forms, etc.

### Teacher Referral

If a teacher has a concern about a child, they will approach the SENCo detailing their specific concerns.

*Some of the areas of need that teachers/parents may be concerned about are:*

- *Communication & Interaction*
- *Cognition & Learning*
- *Social, Emotional and Mental Health difficulties*
- *Sensory & Physical*

*Code of Practice 6.28 – 6.35*

The SENCo will look at relevant past assessments and will carry out new assessments if this is required. If the child requires extra 1:1 work outside of the differentiated work within the classroom, their name will be added to the Special Needs Register and an APDR Plan (Assess, Plan, Do & Review) will be written. The pupil's parents/carers will be informed and the APDR plan sent home. The targets will also be shared with the child.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching

assistants or specialist staff. For those children that need support high quality teaching is differentiated for individual pupils, and this is the first step in making sure that they can access the curriculum.

School rigorously monitors the progress of all the children looking at performance as individuals and as cohorts against local and national data.

Around 19% of our children are either at SEN Support or have an EHC Plan (Education, Health and Care Plan). This is above the national and local average and means that all teachers expect to have children with SEND in their classes.

### **A Graduated Approach:**

Using Lancashire SEND Partnership "SEND & Inclusion Toolkit" there are 3 levels identified.

Level 1 is UNIVERSAL LEVEL which is available for **ALL** children.

Level 2 is SEN SUPPORT which is in **ADDITION** to the Universal support where unmet needs have clearly been identified.

Level 3 is EHCP where unmet needs have still been identified following SEN support level. Universal support continues to be on-going. Requests for EHCP assessment usually made at this level.

### **UNIVERSAL LEVEL: High Quality Teaching**

- 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**.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- 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.
- The SENCo will be **consulted as needed for support and advice** and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEN register they may also fall into this category as **continued monitoring** will be necessary.
- 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 SEN register**. Any concerns will be discussed with parents informally or during parent's evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

### SEN SUPPORT: APDR plans in place

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be taken to add them to the SEN register. The aim of formally identifying a pupil with SEN 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, SENCo 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. 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 SENCo and the class teacher will draw up an Assess, Plan, Do & Review plan (known as an APDR).

This records the strategies and resources to be employed and sets targets for the pupil that are specific, measurable, achievable, relevant and time-related (SMART targets). They are communicated to the parents and the child and wherever possible the parents are involved in supporting the targets set in the plan.

## 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 1:1 teaching away from the main class teacher. They will work closely with teaching assistants 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 SENCo.

## Review

Reviews of a child's progress will be made regularly. 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 SENCo 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.

## 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 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. The application for an EHC plan will combine information from a variety of sources that may include some of the following:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

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 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 be found via the SEN Local Offer at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

## Managing Pupils Needs on the SEN Register

All class teachers have responsibility for monitoring the progress of the children in their class considering all their abilities. Following data analysis and pupil progress meetings the Headteacher/ SENCo formulate a provision map that ensures that all

children who have IEPs and Statements are being given extra support to work on targets that have been given. The provision map is reviewed every half term in line with assessments being done in school by the Headteacher/SENCo and adapted as required.

### **Conducting SEN Review Meetings**

SEN Review meetings are held on a termly basis. Parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified.

The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to APDR plan targets?
- What progress has the pupil made towards meeting the overall objectives set out in the APDR plan or EHCP?
- What are the parents/carers' views of the pupils progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?
- Are there any strategies that have led to improvement?
- Are there any requirements to promote inclusion?
- What are the pupil's current levels of attainment in English and Maths?
- What progress has the pupil made over the past year, especially in relation to each SEN target?
- Are any amendments to the EHCP necessary?

Any parents that are unable to attend the meeting will be given the questions to look at and return to school.

### **Criteria for Exiting the SEN Register**

At the end of a half term all Intervention groups are evaluated, and the progress of the children is recorded. If it is felt that a child has made adequate progress and is now working with their peers or making good progress it may be time to consider whether the child should continue on the SEN register. This decision will be made by the class teacher and SENCo in consultation with the child's parents.

If a child is removed from the SEN register, there will be a time of monitoring the progress of the child to ensure that they are continuing to access the curriculum.

### **Supporting Pupils and Families**

At Our Lady of Lourdes Catholic Primary School, we aim to involve parents in their child's education. Before children come to school admission arrangements are published in the school brochure and the school website. They also have details of our school Local Offer that parents can use to see what provision the school offers children with SEN.

We accept and value the contribution of parents and encourage their participation.

- Parents are notified if there is a concern with their child's progress/behaviour
- IEP targets are shared with parents/carers
- Practical help and support is offered by teachers to parents/carers as to how they can help their child at home
- Three parent evenings per year, plus an open-door policy to parents where teaching staff are easily contactable to discuss any issues or concerns.

### **Supporting Pupils at School with Medical Conditions**

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. 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 2010.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

All staff are aware of children in their classes that may have a medical condition that could affect their learning – asthma, any food allergies etc.

Pupils with medical conditions are supported in all areas of the curriculum to give equal access to all. Where necessary, Moving and Handling plans and PEEPs are in place for children.

### **Monitoring and Evaluating**

All staff have subject responsibilities and review and monitor the progress made by all children in these subject areas. All staff work closely with the SENCo informing them about achievements and concerns. At Our Lady of Lourdes Catholic Primary School the SENCo works closely with all staff and together they are responsible for the day-to-day monitoring of SEN provision. This includes:

- Talking to all staff
- Talking to SEN pupils about the progress that they are making
- Talking to parents about the progress their child is making
- Looking at teachers planning with particular regard to differentiation
- Reviewing APDR plans
- Liaising with Specialist teachers to ensure that the best provision is in place for SEN children.

### **Training and Resources:**

#### **Resources**

The Headteacher and the Governors are responsible for the allocation of the school budget to different areas. The money that is allocated is based on the needs of the children in our care and how we can meet their needs within the money available. Specific funding is given to those children that have EHCPs and this is used to meet their specific needs.

### 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 SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified using provision planning.

### Roles and Responsibilities

The SENCo will identify areas for development in Special Educational Needs and contribute to the school's development plan. The SENCo will co-ordinate provision for pupils with EHCPs and SEN support.

All teaching and non-teaching staff will support the SEN policy. They are responsible for differentiating the curriculum for pupils with SEN and will monitor their progress.

|  |  |
|--|--|
| <p style="text-align: center;"><b>THE<br/>GOVERNING BODY</b></p> | <p><b><i>The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i></b></p> <p><b><i>The governing board will also ensure that:</i></b></p> <ul style="list-style-type: none"><li>○ A named link Governor is responsible for SEND – currently <a href="#"><u>Mrs Jacky Broadley</u></a></li><li>○ Regular meetings with the SENCo</li><li>○ The SEND governor will work closely with the SENCo and staff to ensure the effective day-to-day operation of the school's SEN policy.</li></ul>   |
| <p style="text-align: center;"><b>THE<br/>SENCo</b></p>          | <p><b><i>The SENCo is responsible for ensuring that this policy is adhered to, and that:</i></b></p> <ul style="list-style-type: none"><li>○ Take a strategic role in developing, monitoring and reviewing the SEND policy and the School Local Offer</li><li>○ Oversee the identification of children needing intervention through SEN provision, APDR plans, EHCP's</li><li>○ Work with and advise colleagues</li><li>○ Co-ordinate the teaching provided for children with SEND</li><li>○ Oversee the records on all children with SEND</li><li>○ Work in partnership with parents of children with SEND</li><li>○ Involve the children with SEND in the target setting and review process</li><li>○ Support the CPD of staff</li><li>○ Work with external agencies</li><li>○ Liaise with local primary and secondary schools to enable smooth transition for children with</li></ul> |

|                       |   |
|-----------------------|---|
|                       | <p>SEND</p> <ul style="list-style-type: none"> <li>○ Liaise with the governor responsible for SEND</li> <li>○ Review the quality of provision and work with staff to ensure that children have access to suitable challenge</li> <li>○ Report to the Full Governing Body</li> </ul>   |
| <b>CLASS TEACHERS</b> | <p><b><i>Other staff will ensure that the school policy is implemented.</i></b></p> <ul style="list-style-type: none"> <li>○ Ensure they are aware of the procedures for identifying, assessing and making provision for children with SEND</li> <li>○ Ensure that the APDR plan is delivered</li> <li>○ Ensure children make good progress from their starting points</li> </ul>                     |
| <b>PARENTS</b>        | <ul style="list-style-type: none"> <li>○ Parents are partners in their children's learning</li> <li>○ Parents work in consultation with school staff to meet their child's needs</li> <li>○ Share views on children's progress</li> <li>○ Support school in helping their child meet their targets</li> <li>○ Complete information/forms that school requires to help their child progress</li> </ul> |

#### Designated Teacher for Safeguarding

At Our Lady of Lourdes Catholic Primary School there are two DSLs:

**Mrs Liz Kendall** (Headteacher)

**Mrs Alison Townley** (Acting Deputy Headteacher)

#### Teacher responsible for PPG/LAC

At Our Lady of Lourdes Catholic Primary School **Mrs Liz Kendall** (Headteacher) is responsible for this.

#### Teacher responsible for Meeting the Medical Needs of Children

At Our Lady of Lourdes Catholic Primary School **Mrs Liz Kendall** (Headteacher) is responsible for this.

#### Storing & Managing Information

The following records are kept:

- SEND register and provision map
- APDR plans – these are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these
- APDR Reviews – these are completed at the SEND Review meeting with parents and class teachers. They are a record of the impact provision and teaching approaches have had on the learning and progress.
- EHCP paperwork
- Outside agency reports/notes

All records for SEN children are kept securely in the Headteacher's Office with APDR plans being kept securely in classrooms with Teaching Assistants and Class teachers working with particular children. All archived information is securely kept in the office.

SEN Information is also stored on CPOMs.

This links to the school's Confidentiality policy.

### Reviewing the Policy

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEN code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective and whether the school policy needs to be reviewed.

### Accessibility

Our Lady of Lourdes is a very inclusive school and is mainly wheelchair accessible. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. We have a fully kitted out medical room, with height adjustable treatment bed. Furniture is modern and of a suitable height appropriate to the age group and physical needs of the children being taught in that classroom.

### Dealing with Complaints

Should a parent or carer have a concern about the special needs provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will work together to review the issue and, with the parent, try to solve the concern.

If the concern can't be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEN Governor. The Chair of Governors, **Mr Edward Hart**, will be involved after other avenues to resolve the situation have been exhausted.

The school will also make provisions to inform parents/carers about Parent Partnership by inviting a representative into school to talk to parents.

### Bullying

This policy links to the schools separate Anti-Bullying Policy.

### Acronyms

- **APDR** – Assess, Plan, Do and Review Plan
- **SENCo** – Special Needs Co-ordinator

- **SATs** – Standard Assessment Tests
- **PIVATS** – Performance Indicators for Value Added Target Setting
- **SEND** – Special Education Needs & Disability
- **DSL** – Designated Senior Leader for Safeguarding

### Linked Documents:

- SEN Support Plan
- Individual Education Plan
- Local Offer
- Medicines Policy

This SEN Policy was updated in September 2020 and will be reviewed annually by the Governing Body.

|                            |  |
|----------------------------|--|
| <b>Policy Date:</b>        | September 2023                           |
| <b>Policy Review Date:</b> | September 2024                           |
| <b>Signed &amp; Dated:</b> | <i>Edward Hart</i><br>Chair of Governors |
| <b>Signed &amp; Dated:</b> | <i>Liz Kendall</i><br>Headteacher        |