

# St Catherine's Catholic Primary School



'Let your Light Shine'

## Special Education Needs and Disability Policy and Additional Information

Date reviewed: 3<sup>rd</sup> December 2024

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Miss Haddow is coordinator of SEND and is responsible for the day to day running of the SEND policy.

Miss Haddow (SENDCO) is the nominated person who advocates Inclusion and SEND.

This policy has been discussed and shared with the staff and Governors of the school and the Senior Leadership team. The policy is available to parents/carers and families through our website.

St Catherine's Catholic Primary School caters for children between the ages of three and eleven years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils an unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God's creation through the curriculum we offer and as we celebrate their God-given gifts and talents. In this way they are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures. We are firm in our belief that we have all been given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.

#### **Rationale:**

At *St Catherine's Catholic Primary School* every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe, can flourish and always 'Let their light shine'. We will respond to individuals in ways which consider their varied life experiences and particular needs.

*St Catherine's Catholic Primary School* is fully committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood

#### **Aims and Objectives:**

- To consider legislation related to SEND and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2015, The Special Educational Needs and Disabilities (Personal Budgets and Direct Payments) Regulations 2014, Section 49, The Order setting out transitional arrangements in The Children and Families Act 2014, Section 137, Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education 2024, Supporting pupils at school with Medical conditions 2017.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are fully met and therefore we enable them to achieve their full potential.



- To ensure the wishes of the children (when appropriate) and views of parents/carers are central when planning for children with SEN.
- To work closely with specialists, agencies and other professionals to ensure pupils with SEN are supported appropriately and effectively.
- To ensure parents/carers are fully involved in decision making.
- To provide advice, support and appropriate training for all staff in relation to them meeting the needs of pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

### **Roles and Responsibilities:**

#### **SENDCO**

The Code of Practice identifies the roles and responsibilities for the governing body, Headteacher, teaching and support staff and SENDCO.

As SENDCO Miss Haddow

- Manages the day-day operation of the school's policy, together with the Head teacher
- Co-ordinates the provision for children with special educational needs.
- Liaises with the Headteacher to discuss the deployment of the school's delegated budget and others resources to meet pupils' needs effectively.
- Provides advice, support and appropriate training for all staff working with children with SEN.
- Contributes to and manages the records of all children with SEN, ensuring all records are up to date.
- Liaises with parents/carers of children with SEN.
- Is a key point of contact with external agencies including the LA's support and educational psychology services, health and social services, children and young people's services, counselling services, speech and language and voluntary bodies.
- Identifies staff training needs and organises the relevant training.



- Works with the head teacher, our Trust partners and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Reports to the governing body.

### **Class Teacher's**

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Ensure that High Quality Teaching takes place to support all pupils.
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN.
- Work closely with support staff in the planning and monitoring of interventions.
- Make accurate and productive use of assessment to inform the four-part cycle- assess, plan, do and review.
- Ensure time and staffing (TAs) is planned for and given in weekly timetables to deliver specific support for pupils with SEN.
- Communicate effectively with parents/carers with regards to pupils' achievements and pupils' wellbeing

### **The full governing body is responsible for SEN within the school.**

- The designated member of staff responsible for managing pupil premium is Mrs Natalia Hayes
- The governor responsible for SEN is Jeni Hastie
- The Special Educational Needs Teaching Assistant (SENTA) is Mrs Maggie Power
- The designated adults for child protection are Miss Lisa Hoey, (Lead) Mrs Susan Jenkins and Mrs Chris Murray
- The designated member of staff for looked after children is Miss Lisa Hoey

### **Access to Facilities and Provision:**



Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

**Allocation of Resources:** Miss Hoey as the Head Teacher, Miss Haddow as SENCO and Mrs Johnson as School Business Manager are responsible for the operational management of the budget for SEN provision. The provision for SEN is funded through the school's budget and covers:

- Staffing costs, for example: focused adult support/ learning support assistants
- Work with external agencies, for example: Educational Psychologist, Occupational Therapist.
- Specific resource requirements for pupils.
- Staff training and CPD for example: Supporting Children with Autism, Identifying Speech & Language Difficulties.
- Funding for children with E.H.C. plans comes from the local authority in the form of a funding matrix.

### **Access to the Curriculum**

At St Catherine's the broad and balanced curriculum is scaffolded to enable all children to access teaching and learning. Teachers have high expectations for all pupils. All pupils receive inclusive high-quality teaching that provides additional and different provision to meet individual needs. Identifying, assessing, planning and review is part of the planning cycle. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of their time in school pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils may be withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.



## Identification of Special Educational Needs and Disabilities (SEND)

Through the graduated approach of assess, plan, do and review as outlined in the Code of Practice the school identifies those children who may need extra support. These assessments along with school data, teacher judgements and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlining all SEN support is updated each term.

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

The following are not areas of need relating to SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### SEND Support ~ four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings and regular assessments support the early identification of pupils who may have SEN. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENCO.

#### Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

#### Plan

Parents/carers will be formally notified by the SENCO or class teacher. Adjustments, interventions, support and review date will be agreed with staff, parents/carers and pupil. This will be recorded on CPOMS.

#### Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with the parents/carers at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services- Educational Psychology Service, School Health, SEN Support, Special Educational Needs and Disabilities Outreach Service (SENDOS) and, when appropriate, Social Services and Looked After Children Team.

## **Support Plans**

When a child is placed on the SEN register, a support plan is drawn up which records targets, provision, review dates, success criteria and outcomes. The writing and implementation of the support plan is the joint responsibility of the class teacher and SENDCO. The support plan is shared and reviewed with the SENCO, class teacher, support staff and parents/carers three times a year. The child should be consulted and involved at an appropriate level in developing and discussing the support plan. All children must be aware of their targets and what they need to do to make progress. Strategies employed to enable the child to progress are recorded within a support plan.

## **Education, and Health Care Plan (EHCP)**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents/carers will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

If the Local Authority agree to undertake an assessment this takes place over a 20-week time period. It will involve contacting all professionals already involved as well as parents/carers and it will also consider the evidence submitted by school. This information is all reviewed and the LA will then decide whether to issue an EHCP.

The EHCP will

- Record the views, interest and aspirations of the parents/carers and child.
- Provide a full description of the child's special educational needs and any health and social care needs.
- Identify outcomes across education, health and social care, based on the child's needs.
- Specify the provision required and how education, health and social care will work together, to meet the child's needs and support the achievement of the agreed outcomes.

An EHC assessment will not always lead to an EHCP. The information gathered during an EHC needs assessment, may indicate ways in which the school can meet the child's needs without an EHC plan.



Formal reviewing of the EHCP takes place annually. If a child's SEN changes, school can request a review as soon as possible, to ensure that provision specified in the EHCP is still appropriate

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000), additional funding will be applied for from the local authority. Top up funding is provided with an EHCP, but is sometimes available to support children without an EHCP if the cost of effective support exceed £6,000.

Further details on provision for pupils with SEN at St Catherine's can be found in the SEN information report.

### **SEND information Report**

This report can be found at the end of this policy, on the school's website and within the school brochure. It outlines the provision *St Catherine's Catholic Primary School* makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to primary and secondary schools, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

### **Partnership with Parents/Carers:**

*St Catherine's Catholic Primary School* has strong relationships with parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN register and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given.

They are fully involved in the review of Support Plans and EHCP. Interpreters are arranged for parents/carers who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Our Parent Support Adviser, Susan Jenkins is proactive in supporting parents/carers in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The voices of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and regularly discuss progress towards meeting their targets with their class teacher.

### **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:





- Regular observation of teaching by the senior leadership team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- Assessment records that illustrate progress over time.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by Jeni Hastie, governor with responsibility for SEND.
- The views of parents/carers and pupils.
- Regular meetings between SENDCO and head teacher / SENDCO, key stages and subject leads.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA/TRUST review to externally validate provision and outcomes for pupils with SEN.

### **Staff Development:**

Training for the SENDCO and for the staff as a whole will be an integral part of the School Improvement Plan. The SENDCO and other identified members of staff undertake a range of CPD activities hosted by the LA in order to increase their expertise and knowledge with regard to SEND. The information is disseminated to all staff through INSET. Where appropriate, outside services are brought in to deliver INSET on particular aspects of SEND. Early Career teachers are offered support and in school training by the SENDCO. St Catherine's is part of the Newcastle Catholic SENCO Trust. More information on staff development can be found in the SEND Information Report.

### **Medical Conditions**

*St Catherine's Catholic Primary School* will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

### **Admission Arrangements:**

The school's admission policy can be found on the website. The school welcomes pupils with known special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEND.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.



## **Special Educational Need and Disabilities (SEND) information report.**

This SEND information report is part of St Catherine's Local Offer for learners with Special Educational Needs and Disability (SEND).

At St Catherine's we believe self-confidence is key to learning and therefore foster an environment that is conducive to each learner developing this. We try to provide scaffolding and tailor learning in such a way to make sure everyone is building upon their prior learning.

We implement a broad and balanced curriculum to excite, include and link learning from Nursery to Year 6 for all learners. We offer a range of academic, creative and spiritual activities through cross-curricular links to provide all children with multiple opportunities to build upon prior learning and to succeed. We have high expectations of all learners and as such encourage and model excellent behaviour and attitude to learning.

### SEND information

This report is intended to provide families general information about the ways in which we support our students with special educational needs (SEND) to reach their full potential. The strategies, resources and support used are continuously monitored, developed and modified to meet the ever-changing needs of individuals.

When children are identified as having SEND, they are firstly placed on our school SEND register, provided specific targets and resource to assist their development, address areas of concern and aid and progress. Our school has a SENDCo (Miss Haddow), class teachers, HLTA's (higher level teaching assistants) and LSA's (learning support assistants) who all work together to support pupils in making the best progress possible.

Our SEND policy is above and also available separately on the school website.

School entitlement offer to students with additional needs:

For all learners at St Catherine's who have SEND, we:

- Understand and recognise that families (and indeed the pupils themselves) know their child best and endeavour to work closely with them to meet needs
- Try to use student friendly targets that are measurable and achievable
- Review support plans and targets with class teachers, SENDCO and families on a termly basis
- Differentiate and modify the curriculum (including resources) to promote the best possible progress
- Seek advice and include the use of outside agencies to identify and overcome barriers to learning
- Deploy LSA's and HLTA's to where they are most needed to support pupils and ensure value for money
- Ensure staff work with the SENDCo to identify and help those with SEND to continue to make at least expected progress
- Monitor the progress of those with SEND termly as part of the assessment process.
- Ensure staff have access to/ are offered appropriate training in order to meet the needs of the pupils in their class



- Offer support to our families and make them aware of services and organisations which may support or advise
- Ensure primary to secondary transition support for pupils and parents is in place

Communication and Interaction Needs e.g. Autistic spectrum, Speech, Language and Communication Needs:

- Every class has a whole class visual timetable that is used and referred to for all learners
- We can provide separate work stations within classrooms as an area of low distraction
- We use interventions like Speech & Language Link and whole class strategies like Oracy to support language link development
- We can create and provide communication boards to further support language development

Cognition and Learning e.g. Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD):

- Staff have had training to recognise children with needs and complete screenings and referrals (working with the SENDCo)
- As a school we chunk our learning so that pupils are not overloaded and can make links between lessons, units and even year groups
- We use programmes like LEXIA and TTRockstars so children can access learning at home and at their own pace
- We work with outside agencies and Speech and Language therapists to identify barriers to learning and address them. We also use Speech & Language link to assess, identify pupils who need speech and language referrals and provide interventions
- We provide some pupils with ICT resources to record and develop their learning

Social, Emotional and Mental Health e.g. Social difficulties, Mental Health conditions, Emotional difficulties:

- We value all of our pupils and all staff are committed to every pupil knowing this
- Each class has worry boxes and check-in systems to monitor pupil's wellbeing
- Behaviour management and reward systems are also in place throughout school to promote and encourage excellent behaviour from all
- We work closely with a Social, Emotional and Mental Health (SEMH) team to identify and support all pupils with a range of interventions, strategies and resources
- We can use risk assessments for individual pupils, where necessary, to ensure the safety and inclusion of all pupils
- Senior management meet regularly to discuss and monitor the pastoral needs of pupils across the school
- We seek support from outside agencies such as the school nurse, Children and Young people's Services (CYPS) and the Educational Psychologist



Sensory and Physical Needs e.g. Hearing impairment, Physical Disabilities and Medical Needs:

- We provide support and aids to ensure access to the curriculum in order to develop independent learning
- We seek and act on advice for students who have significant medical needs
- Staff are provided training in order to safely care for children in their class
- Entrances allow wheel chair access and there is a wheelchair lift in our dinner hall
- Our school has two disabled toilets
- We work with Occupational Therapy to deliver therapeutic programmes

If you have any concerns about your child's SEND progress or provision, we would urge you to phone or make an appointment to come into school to discuss matters further with the class teacher and/ or SENDCo.

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to SEN.

