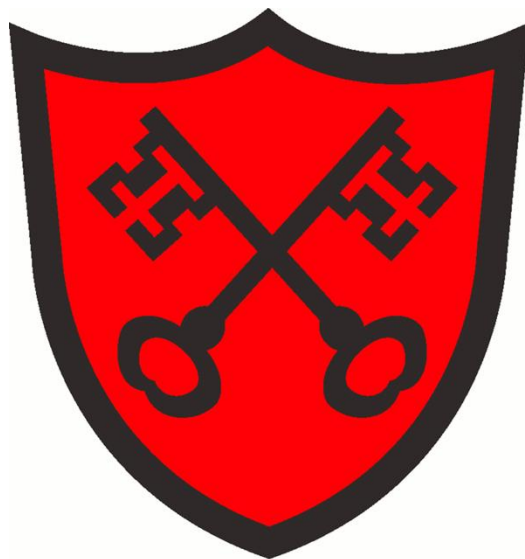


ST ALBAN'S CATHOLIC PRIMARY SCHOOL

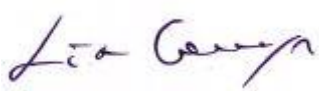



Christ Be Our Light
"Believe, Achieve and Succeed"

SEND Policy

Autumn 2023



	
<i>Lia Campos, Chair of Governors</i>	<i>Joseph McCrossan, Headteacher</i>
04/10 2023	04/10 2023
Reviewing date: Autumn 2024	

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1. Aims

Our SEN policy and information report aims to:

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

Our Mission Statement:

“St Alban’s School exists to ensure that all children believe, achieve and succeed”

Aims for SEN children at St. Alban's Catholic Primary School:

- All children's additional educational needs will be identified and provided for, aiming to prepare every child for adulthood.
- The child, parents, carers, teaching staff and outside agencies will all be involved and informed in planning and providing the best education according to any additional educational needs.
- Provision will be planned, monitored and evaluated at regular agreed intervals.
- All children will have equal opportunities to access the whole curriculum at St. Alban's School with suitable arrangements made to allow this.
- Transitions between year groups and schools will be carefully planned to support social and emotional well-being.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **James Hor**: JHor@stalbans.camb.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN (Inclusion) governor is Frances Image

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is **Joseph McCrossan**- head@stalbans.cambs.sch.uk

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school is a mainstream primary school and does not offer any specialist provision. However, we make reasonable adjustments to our curriculum in order to support a range of pupil needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will notify parents when it is decided that a pupil will receive SEN support.

It is important to note that many children will receive additional support at points during their education, and this does not automatically mean we will consider them to have a special educational need. Rather, it is normal classroom practice to identify an area of challenge in a child's learning and address it speedily.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils will be offered inductions sessions in new school settings. Additional introductory inductions sessions will be arranged as necessary for pupils with SEN. The SENCO of the transition setting will be invited to the Transition Annual Review where an EHCP is in place.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions where a need is identified, which may include one of the following:

- **Reception Speech and Language support**
- **KS1 Speech and Language support**
- **ELS**
- **ERT**
- **High Five**
- **Sensory Circuits**
- **Social Stories**

- **Precision Teaching**
- **Lego Therapy**
- **Bespoke interventions for SLD (eg Dyslexia)**
- **Toe By Toe**

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver the interventions in Section 5.6

Teaching assistants will support pupils on a 1:1 basis when there are identified special needs which require targeted support. This includes children with an EHCP.

Teaching assistants will support pupils in small groups when pupils require support with identified areas of the curriculum to accelerate progress and embed key skills and core knowledge.

Other agencies are also included in providing additional support for learning where necessary to best meet pupil needs (see Section 5.14)

5.9 Expertise and training of staff

Our SENCO has 1 year experience in this role and has worked as a cross-phase Primary Practitioner for 10 years. The SENCO is pursuing the National SENCO Award.

They are allocated ½ day a week to manage SEN provision.

We have a team of 8 teaching assistants.

Recently, staff have been trained in a number of areas including: **Attention Autism, Supporting Speech and Language in KS1, Speech Therapy, Supporting Social Communication Difficulties, Dyslexia Tier 3 training, AET Tier 2 Autism Awareness, Supporting Visual Impairment, Braille.**

We consult with specialist staff for Speech and Language Therapy.

5.10 Securing equipment and facilities

Equipment is regularly catalogued and audited to ensure security and user-relevance. Personal equipment relating to Special Educational Needs are kept securely in compliance with the school's GDPR policy which can be found on the school website or by request. Information is shared and kept only according to GDPR regulations. All SEN equipment is kept securely onsite.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term alongside pupils and parents/carers
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips and Educational day trips, and any additional accessibility support will be discussed in advance. Where a child has SEN, this will be taken into account when planning activities and residential arrangements. Every effort will be made to provide support to enable all pupils to access the trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEN, this will be taken into account when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully as possible and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to individuals' level and type of need.

More detail can be found in our Accessibility plan which can be found on our website.

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5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils, including those with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part school clubs to promote teamwork/building friendships etc.
- We have recently trained one of our Teaching Assistants and an Emotional Literacy Support Assistant (ELSA), and they have allocated time during the week to support individuals who may need 1:1 or small group intervention

We have a zero tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents.

5.14 Working with other agencies

The school works within a wide-reaching multi-agency network. The Headteacher, Safeguarding DSL/DDSLs and SENCO are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEN needs when required.

We currently work with the following agencies to provide support for pupils with SEN:

- Social Care
- Education Welfare Service
- School Nursing Service
- Statutory Assessment Team
- Specialist Teaching Team
- Cambridge Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, Clinical Psychology)
- Cambridgeshire Music (Music Therapy)
- CORAM
- Early Intervention Family Service

- Road Victims Trust

5.15 Complaints about SEN provision

Any queries regarding a pupil's education, including pupils with SEND, should be directed to the class teacher in the first instance. If this does not resolve the issue satisfactorily, then complaints about SEN provision in our school should be directed to the SENCO. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The Parent Partnership Service, providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. Please follow the link below for more information:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

Parent Partnership: providing SEND Information, Advice and Support (SENDIASS)
Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP
Email - pps@cambridgeshire.gov.uk

Confidential helpline open during term times: 01223 699 214

5.17 Contact details for raising concerns in school

Where a parent, carer or member of staff has concerns, these should be made in the first instance to the Designated Person for Safeguarding:

LEAD DP: Joseph McCrossan (Headteacher) head@stalbans.cambs.sch.uk

DP: James Hor (SENCO) JHor@stalbans.cambs.sch.uk

5.18 The local authority local offer

Our contribution to local offer can be found here:

Link to Local Offer doc on website

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND

- Behaviour
- Equality
- GDPR
- Accessibility Plan