



St Hubert's RC Primary School

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Headteacher: Mrs J. M. Brooks

Special Educational Needs and Disability Policy



SENDCo: Mrs Kayleigh Charnock

Created by: Kayleigh Charnock
Reviewed by: Governing Body
Adopted by Governors:
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Believe to Achieve: Love God, Love Learning, Love One Another

At St Hubert's R.C. Primary School we are proud to provide a safe, stimulating, and inclusive learning environment where every member of our community is valued and respected. St Hubert's RC Primary School is an inclusive school.

This policy explains how St Hubert's RC Primary School makes provision for children with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).

The SEN Team at St Hubert's RC Primary School

<u>Staff Name</u>	<u>Role</u>
Mrs K. Charnock	SENDCo
Mrs J. Brooks	Headteacher
Mrs S. Allen	SENCo Governor
Mrs S. Allen	Chair of Governors

The person responsible for overseeing the provision for children with SEND is Mrs J. Brooks. The person co-ordinating the day provision of education for pupils with SEND is Mrs K. Charnock. Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Charnock– SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Definition of Special Educational Needs and Disabilities.

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

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

The SENCo and the SLT will work closely together with the special educational needs governor and all staff at school to ensure the effective day to day operation of the school's special educational needs and disability policy. The SENDCo and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan.

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1. Aims

The Governors and staff at St Hubert's RC Primary School will strive to:

- Provide an education that develops all children to their full potential within a safe, happy and creative environment.
- Prepare all pupils, irrespective of ability, to become confident and competent adults capable of contributing to society.
- Provide a community of learning which seeks to recognise the achievement, talents and personal worth of each individual child.
- Provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Catholic ethos that encourages curiosity, a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of children and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem.
- We aim to raise the aspirations of and expectations for all children with additional or special educational needs.

This policy aims to provide full access to the National Curriculum and to encourage success and participation for all children, whatever their level of ability.

2. Objectives

- To work within the guidance provided in the SEND Code of Practice.
- To identify and provide for pupils who have special educational needs and additional needs.
- Identify children with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify children of all ability who are underachieving, act upon this and support children to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Policy
- To work closely with parents of children with SEN and ensure that support and information is available
- To provide support and advice for all staff working with special educational needs pupils

3. Identification of pupils needs

These are the four broad areas of need as outlined by the Code of Practice.

Communication and interaction – Speech, Language and Communication difficulties (SLCN), Autistic Spectrum Disorder (ASD)

Cognition and Learning – Dyslexia, dyscalculia, dyspraxia are classed as specific learning difficulties (SPLD), Moderate Learning Difficulties (MLD), Profound and Multiple Learning Difficulties (PMLD)

Social, emotional and mental health problems – These can manifest themselves in different types of behaviours. Disorders such as attention deficit disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) also come under this area of need

Sensory or physical needs – Hearing Impairment (HI), Visual Impairment (VI), Multi-sensory Impairment (MSI), Physical Difficulty (PD)

It is important that in school we identify children who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all children. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCO liaises closely with Mrs Brooks to analyse data and individually track children who are experiencing difficulties.

Despite appropriate, high-quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special

Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;

- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, after additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Local Authority Educational Psychologist, Specialist Teacher or similar. Additionally, some children may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Progress and attainment may be impacted on due to other factors which are not deemed to be SEN, such as;

- 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 Looked After Child
- Being a child of Serviceman/woman

4. A Graduated Approach for Supporting Pupils with SEN

The key principles:

- All class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of High-Quality Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High-Quality teaching, adapted for individual children following our Graduated Response, is the first step in responding to children who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of High-Quality teaching;
- Children are only identified as SEN if they do not make adequate progress once they have been given High-Quality personalised teaching, access to adaptations and intervention and other professional advice/support;
- Children who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Targeted Learning Plans (TLPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

5. SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added 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 a child's learning. The school's Local Offer and SEN Information Report both outline details of the kinds of support and provision that is available at our school.

- **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. This will be recorded on a Targeted Learning Plan (TLP). 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 given a copy of the child's TLP and 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 / specific targets that are being sought.

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 to plan and assess the impact of support and interventions and links with classroom teaching. The TLP will be annotated regularly and used as a working document to evidence the impact and progress. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly and should be reviewed with parents at least 3 times a year. 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.

6. Referral for an Education, Health and Care Plan

If children fail to make progress, in spite of High-Quality, targeted support plans, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

Children who we feel, through monitoring of progress, will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychologist
- Specialist teachers from the Inclusion Disability Support Service
- 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 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 the SEND Local Offer:

www.lancashire.gov.uk/send

or by speaking to an Education, Health and Care Plan Co-ordinator on:

01254 220566

or by contacting the Parent Partnership Service on:

0300 123 6706

7. 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 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.

8. Managing Pupil Needs on the SEN Register

The SENDCo and Senior Leadership Team will hold details of all SEN records for individual pupils. All data is confidentially stored and can be accessed by the SENDCo and SLT only.

All staff can access:

- The School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including 'All about me' profiles, Reports, targets set and copies of their Targeted Learning Plans (TLPs), Practical advice, teaching strategies, and information about types of special education 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.

The school will seek advice, as appropriate, around individual pupil's needs, from external support services such as Educational Psychologist, Specialist teachers from Specialist Teaching Service (SEND), Medical and Health specialists, Jigsaw support and services linked with Early Support and Wellbeing – Children Action North West and Young / Adult carers link.

9. Provision and Provision Mapping

The provision which the school makes is fully detailed in the school's Special Educational Needs Information Report and School's Contribution to the Local Offer which is available from the school website-

Lancashire's Local Offer can be found at:

[Special educational needs and disabilities - local offer - Lancashire County Council](#)

St Hubert's Local Offer can be found on the website at:

[SEND | St Hubert's Roman Catholic Primary School \(sthuberts.org.uk\)](#)

- Provision for any pupil with an existing ECHP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCO to ensure that the effectiveness and efficiency of provision is maximised.
- Children will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all children's needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment Tool (EHAT) process formally known as the Common Assessment Framework (CAF) for children and young people which would involve parents, children and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: [The Early Help Assessment and Plan - Lancashire County Council](#)

As a result of the EHAT process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

10. Supporting Pupils and Families

The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND. This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of children with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.

- Parents and carers are valued and their contribution in terms of identification and support for children with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report is available on the school website;
- To support families and children, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Children with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

Pupil access to exams and other assessments

In some instances, it may be necessary to apply for specific access arrangements for a child so that they are not unfairly disadvantaged because of their need. The access arrangements may be applied for by the Headteacher and SENDCo. This will always be discussed with parents and pupils.

Transition to a new class or key stage within school

There are opportunities for all children to visit their new classroom and class teacher. Some children may require extra visits to familiarise themselves and ease any anxieties. Detailed information sharing between teachers takes place during these important transition times.

School Transfers

Transition between Preschool/nursery and EYFS

Our School receives many pupils from Our Lady and St. Hubert's Preschool and from local nurseries and particular attention is given to making sure that the school is aware of those pupils identified as having SEN. Meetings are held between the Parents, SENDCo and school prior to transition in the summer term. This ensures that

appropriate provision and arrangements can be carried out and relevant documentation is discussed before it is transferred.

Transition between Year 6 and Year 7

Where pupil's transfer to high school relevant information gathered will be passed on and the SEND Co-ordinators at the high school kept fully informed of the needs of the individual pupils recorded on the SEN list. When appropriate, they will be invited to review / transition meetings of pupils in Year 6 in the summer term, along with parents.

Admissions

The **school admission arrangements** are given on the website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

11. Supporting Pupils with medical Conditions

Please refer to our school website to view the **medication policy**.

St Hubert's R.C. Primary School follows the procedures set out in 'Supporting Children with Medical Needs' in order that children's individual needs are met. Parents will be informed of this at the beginning of each year.

Our school recognises that pupils at school with medical conditions should be properly supported so that they have 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

- Detailed care plans are compiled with support from the school nurse/specialist nurse in consultation with parents or carers.
- On-going training is delivered by an appropriate health professional e.g. diabetic nurse, epilepsy nurse, specialist haemophilia nurse.
- Where necessary and in the agreement with parents/carers and health professionals medicines can be administered in school. A signed medicine consent form is required to be signed.
- We have a number of key persons in school who have first aid training.

The Headteacher and the Deputy Headteacher have the day-to-day responsibility for meeting the Medical needs of specific children.

12. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in line with the School Improvement Plan and the Staff Performance Management Process.

- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCO are met from the main school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCO is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCO advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND

13. Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCO is responsible for keeping a register of children with SEND and updating this; supporting teachers in writing Targeted Learning Plans (TLPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of children with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;

-Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's TLP and focused in-class support whilst encouraging independence;

14. Accessibility

St Hubert's Environment

The school is built over three levels and to ensure access for all pupils and parents with disabilities the top level is wheelchair accessible via the Reception entrance and a disabled toilet is situated on this floor. The school has plans to provide a stair lift from this top level to the hall area. We have a Nurture room situated in a room off the hall which is used as a calming and nurturing environment for children who require an area to reflect. A stair lift is currently in place which allows access to and from the middle and lower floors. We have a disabled toilet with hoist facilities on this floor. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available if the need should arise.

Including all children in activities outside the classroom.

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required then a parent/carer may be asked to accompany their child.

The school has a range of ICT programmes for pupils with SEN in addition to newly purchased visualizers, headphones, modified computers / key-boards and interactive whiteboards which are installed in every classroom. Also we provide a range of ICT software programmes to enhance learners such as: IDL Literacy and IDL Numeracy.

Information is available on the school website and our Class Dojo system in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Specialist equipment has previously been hired or purchased to help children access provision such as height adjustable chairs.

15. Bullying

We take all concerns regarding bullying seriously. Regular assemblies help children to understand what 'bullying' is and to ensure all children are aware that St Hubert's is a 'telling school'. The earlier we know about a problem then the sooner it can be resolved.

Many children throughout their time in school need extra support for their emotional and social development. This may occur as a result of a child's SEN or as a result of

circumstances outside of the school environment. School will ensure that extra pastoral support arrangements are put in place to ensure that we are listening to the views of children and young people with SEN and measures to prevent bullying.

We have dedicated staff to deliver pastoral support and have structured programmes available to use in school as advised by a specialist support teacher.

16. Storing and Managing Information

Accident forms and other records and assessment reports relating to confidential information and medical needs are stored in school until the child reaches 21 years of age. Documents relating to children with SEND are stored in a secure shared area that is only accessible by SLT members and SIMS systems, as appropriate. Some documents, such as TLPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.

17. Safeguarding

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if they are being harmed or at risk of harm.

Some children may be vulnerable because they:

- Have additional communication needs
- They do not understand that what is happening to them is abuse
- Need to intimate care or are isolated from others
- Are dependent on adults for care

The SENCo will ensure that all Child Protection and Safeguarding policies and procedures are examined through the lens of SEND and that staff are aware of the possible additional risks to children with SEND. The Safeguarding procedures remain the same as for all children but as a setting, we will have high levels of vigilance around our children with SEND and their safety.

18. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child,

Please refer to our 'Complaints Policy' which details the processes on our formal procedures for complaint. In the first instance, any complaints relating to the provision of children with SEND will be dealt with by the Class Teacher and SENCo. Then, if unresolved, by the Headteacher.

Our 'Complaints Policy' can be found on the school website- [School Complaints Procedures | St Hubert's Roman Catholic Primary School \(sthuberts.org.uk\)](https://sthuberts.org.uk)

If, despite our best endeavours, you are not happy with the provision we are able to make for your child then your concerns should be directed in writing to; Mrs S Allen, Chair of Governors, at the relevant school address.

19. Admissions

Pupils with special educational needs will be admitted to St Hubert's RC Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavour to collect all relevant information and plan a relevant differentiated curriculum, attending link meeting's where possible to enable a good transition for the child and everyone involved. St Hubert's has a duty under the Special Educational Needs and Disability Act 2001 not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Disability Rights Commission: Code of Practice for Schools 2002)

20. Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:

- The progress made by students with SEND at the school;
- The success of the school at including students with SEND;
- Any recommendations from Ofsted or the LA about improving practice;
- Any factual changes, such as names of personnel.

Signed: (Headteacher)

Signed:(Chair of Governors) Date:

Next Review Due: September 2026