



St Osburg's Catholic Primary School

# **Special Educational Needs and Disabilities Policy**

September 2024

# Our Vision and Values

As a Catholic school we value the importance of the spiritual journey made by pupils, staff, parents, parishioners, governors and parish priests with the school acting as a cornerstone.

## MISSION STATEMENT

*We are a community of love, learning and growing in the image of Christ.*

### AIMS OF THE SCHOOL

- To ensure that each child feels happy, safe, valued and loved.
- To provide an exciting, fun and enjoyable educational experience for each child and promote a life-long love of learning
- To inspire our pupils to aim high, reach for the stars, be the best they can be and make the most of every opportunity that is given to them.
- To ensure that each child meets their God given potential and is nurtured academically, spiritually, socially and emotionally.
- To encourage each member of the school community to live their life in accordance with gospel values and to make a positive contribution to British society.
- To make prayer, worship and liturgy relevant and meaningful for each individual and to provide a learning environment that will enhance the development of faith of everyone in the school community.
- To work in partnership with parents, the parish, the community and other local schools, to provide a wide range of supportive interactions for our pupils.
- To have lots of fun, make magical memories and share smiles every day!

The school aims to serve its community by providing an education of the highest quality within the context of Catholic belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Catholic values through the experience it offers to all of the children regardless of race, creed, colour or indifference.

The Beatitudes (Matthew 5) encapsulate the values we want to live by and that we would want to nurture and develop in the children in our care:

*Faithfulness & Integrity, Dignity & Compassion, Humility & Gentleness,  
Truth & Justice, Forgiveness & Mercy, Purity & Holiness,  
Tolerance & Peace and Service & Sacrifice.*

## **Objectives of the School's SEND Policy**

The objectives of our policy are to:

- Organise all our activities to ensure that all children are included in the life of the school
- Work closely with parents, sharing information on children's progress and their individual needs through termly consultations with parents and class teachers called Target Planning with Teachers and Parents (TPTP's)
- Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available to the school.
- Meet the regulations associated with The Children and Families act 2014. These regulations are:
  - The Special educational Needs and Disability Regulations 2014.
  - The Special Educational Needs (Personal Budgets) Regs 2014
  - The order setting out transition arrangements.
  - Special Educational Needs (SEND) Code of Practice (2015)
  - The equality Act 2010.
  - Encompass the LA Statement of Policy for Children with SEND.
- Facilitate children's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum, taking account of the SEN Code of Practice (2015)
- Respond to particular child's flexibly according to the nature of their difficulties
- Support children's learning without making them feel different or inferior to their peers
- Enable each child to become an independent and confident learner.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

### **Our SEND Co-ordinator**

Ann Burton is the Special Educational Needs and Disabilities Co-ordinator within school. Enquiries about an individual child's progress should always firstly be addressed to the class teacher as he/she will know the child best at school.

All teaching staff including teaching assistants support children with SEND.

### **Arrangements for Co-ordinating Educational Provision for Pupils with SEND**

#### **Our SENDCo will:**

- Manage the day-to-day operation of this policy
- Ensure that SEND provision for children is arranged
- Report on the effectiveness of provision to the senior management team and through them to governors
- Keep up to date with new initiatives to support children with SEND and share good practice with all teachers
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND

- Attend the TPTP meetings, when and where necessary, to ensure they include appropriate targets for children with SEND and ensure parental participation.
- Monitor progress made by Children in collaboration with class teachers, Teaching Assistants, Headteacher, TPTP meetings and through Pupil Progress Meetings

The Head Teacher and Senior Leadership team will:

- Manage the work of the SENDCo
- Identify resources for SEND
- Plan with the SENDCO how resources are used to support children in the most efficient, effective and equitable way
- Set the overall policy for Educational Inclusion with reference to the LA's policy and current legislation.
- Decide in consultation with parents/carers whether a child should be referred for an Education Health and Care Plan (EHCP)

Class Teachers will:

- Identify children experiencing difficulties
- Discuss children with SEND with the SENDCO and parents/carers via TPTP meetings
- Write and review individual targets for children during the TPTP meetings
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Seek to meet SEND requirements within the overall framework of inclusion in the school
- Ensure the curriculum plans detail strategies for differentiation
- Ensure that assessment procedures are appropriate for children with SEND
- Collaborate with the SENDCo in both settings (when children are transitioning from pre-school or going on to attend junior school) and reviewing plans for children who have an Education Health and Care Plan.

Governors will:

- Identify one governor with a special interest in SEND
- Use their best endeavours to ensure that children with special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

## **Admission Arrangements**

Before pupils come to school we will:

- Visit our feeder nurseries and pre-schools and collect information about the children's educational history before they begin their academic career at St Osburg's.
- Liaise with parents and educational support services who may be involved with the child/children

Once pupils arrive in school, we will:

- Undertake a range of assessments to identify children with special educational needs and establish their strengths and areas of difficulty
- Review any existing targets in consultation with the child's parents/carers
- Discuss the placement of the child on the school's SEND profile with parents/carers
- Ensure that information about 'SEND is passed on to appropriate school staff
- Give parents/carers information about Coventry Parent Partnership Service

When pupils leave the school, we will:

- Pass on information about the child's educational history to any receiving school
- Complete other transfer documentation as required

### **Building Adaptations and Special Facilities**

We have the following adaptations and special facilities:

- Wheelchair access to reception classes and the hall area
- A toilet for pupils/adults with disabilities including wheelchair access and changing facilities
- Ramps and handrails into one year 1 classroom and the library area

### **Information about the School's Policy for Identification, Assessment and Provision for all pupils with SEND**

#### **The allocation of resources to and amongst pupils with SEND**

- The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:
  - statutory requirements
  - other budgetary pressures in the school
  - the resources identified for SEND within the Individual School's Budget
  - the availability of additional grants to the school
  - priorities identified in the School Development Plan

The SENDCo works with all staff to:

- identify the pattern of need across the school
- Allocate support to groups of children and individual children, including those with Education, health and Care plans. (Children will always be encouraged to be independent and therefore 1:1 support is not always the most appropriate method of support.)
- ensure that support is allocated to children on a fair and equitable basis
- monitor the progress made by children with SEND
- evaluate the effectiveness of provision for children with SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice
- One afternoon per week is set aside for TAs to ensure that the targets set by the teachers are being carried out and will report back to the SENDCo if there are any anomalies.

## **Procedures for Identification, Assessment, Provision and Review**

We use the definition of Special Educational Needs in the SEND Code of Practice (2015). "A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for him or her".

Many children or young people who have SEN may have a disability under the Equality Act 2010-that is "a physical or mental impairment which has long term and substantial effect on their ability to carry out normal day-to-day activities".

"Long-term" is defined as a year or more and "substantial" is defined as more than "minor or trivial" Difficulties arising from a difference of language between home and school are dealt with through other policies and procedures.

Special needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the child's needs
- the resources available to the school
- the efficient education of other children in the school

We believe that all teachers are teachers of children with special educational needs.

Although the SEN Code of Practice does not assume that there are hard and fast categories of special educational need. Children will have needs which may fall into at least one of four areas; many children will have inter-related needs. The SEN Code of Practice gives four main areas of need:

- **Communication and interaction**

Autistic Spectrum Disorder (ASD)  
Language Disorders/Delay  
Speech development

- **Cognition and learning**

Dyslexia, dyspraxia, and dyscalculia; moderate learning difficulties, global delay

- **Social, emotional and mental health**

Attention Deficit Hyperactivity Disorder (ADHD), Attachment disorders, emotional difficulties, mental health difficulties

- **Sensory and/or physical**

Hearing and vision impairment, sensory and processing difficulties

Disabilities encompass lifelong medical conditions such as Cerebral Palsy and heart conditions plus, epilepsy, asthma serious allergic reactions requiring an Epi pen

We have children in all these categories attending our school.

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special education provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

- **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress, attainment and behaviour. It will also draw on the individual's development in comparison with their peers and national data, the views and experience of parents, the child's own views and, if relevant advice from external support services. School will take seriously any concerns raised by a parent.

Concerns will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need so that barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is closely monitored and developed for the child to make secure progress.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Headteacher or SENDCo will contact them if the parents agree.

- **Plan**

Where it is decided to provide a child with SEND support, the parents will be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the child the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development of behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded on a TPTP proforma with the parent, child and class teacher and will be signed by them at the end of the meeting.

- **Do**

The class teacher remains responsible for working with the child on-a-daily basis. Where the interventions involve group or one-to-one learning away from the main class teacher, they still retain responsibility for the child. Teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. 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 child's progress will be reviewed in line with the agreed date.

The impact and quality of support and interventions will be evaluated, along with the views of the child and their parents, which will feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil through the TPTP meetings. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority will review that plan as a minimum every twelve months. School will co-operate with the LA in the review process and, as part of the review, the LA can require school to convene and hold annual review meetings on its behalf.

### **Education, health and Care Plans**

The majority of children and young people with SEND will have their needs met within local mainstream early year's settings, schools or colleges. Some children may require EHC needs assessment in order for the LA to decide whether it is necessary for it to make specialist provision in accordance with an EHC Plan.

The purpose of the EHC Plan is to make special provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, LAs use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child's or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's or young person's needs and aspirations.
- Specify the provision required and how Education, Health and Care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

EHC Plans should be forward looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC Plans should specify how services will be delivered as part of the whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

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

### **Routes for referral**

The following people have a specific right to ask the LA to conduct an Education, Health and Care needs assessment; -

- The child's parent/parents/Carers
- A person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the LA, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners or a family friend. This should be done with the knowledge and, where possible, agreement of the child's parents or the young person.

### **Arrangements for Providing Access to the Curriculum for Pupils with SEND**

We support access through differentiation, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about a child's achievements and experiences to form the basis for planning the next steps in a child's learning.

## **Assessment**

The SENDCo may refer pupils with Special Educational Needs to non-school based professionals such as an educational psychologist, speech therapist etc. Such referrals will always be first agreed with parents/carers. The school retains the services of the private provision of Educational Psychology support to engage with the children and their parents.

Children are entitled to forms of assessment which are appropriate and recognise their achievement. Tests have been purchased by the school and will be administered by the SENDCo. Reporting of a child's attainment will be made in the context of the school's Assessment and Recording and Reporting Policy and via TPTP meetings.

## **Children's Participation**

Staff will involve children (in an appropriate way) through discussions about their individual programmes for learning.

## **Monitoring**

The SENDCo will meet with class teacher/s and parents to monitor children's progress termly, or at any other time if needed.

The SENDCo will also meet with the Assessment Teacher and attend Pupil Progress Meeting with teachers on an individual basis.

## **Review**

Target Planning with Teachers and Parents will be reviewed on a termly basis (Or more regularly if needed), in consultation with parents/carers. The SENDCo will update the SEND register termly or as children new to school arrive.

The SENDCo and Headteacher will work to review the overall pattern of SEND support on an annual basis.

## **How pupils with SEND are integrated into the school as a whole**

### **We seek to be an inclusive school by:**

- Using the SEND review procedures to identify any barriers in the way of child's learning and plan appropriate and reasonable action
- Ensuring that all children have appropriate learning targets which are challenging
- Valuing the diversity of our children of which SEND are a natural part
- Ensuring that our reading stock includes stories with positive images of pupils with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEND to work with other children
- Encouraging children with SEND to play/socialise with other children

### **Criteria for evaluating the success of the SEND Policy**

#### **The following criteria will be used**

- Children are confident and well motivated and making measurable progress
- The amount of identified teaching time available to support children with SEND is appropriate and reasonable.

- The number of children with special educational needs attaining specific levels in national curriculum programme of study.
- Average reading attainment improvement of pupils receiving support
- The impact of planned programmes of intervention and support
- The amount of funding allocated to SEND provision by governors
- Inset time allocated to staff development with reference to special educational needs and produce the necessary paperwork
- Recommendations by external agencies are acted upon and incorporated into the curriculum

### **Arrangements for Considering Complaints about SEND Provision within the school**

In the first instance, complaints should be taken up with the school staff directly concerned.

If the complaint is not resolved, then the matter should be raised with the SENDCo who will arrange to meet with the complainant and seek further investigation.

If the matter is still not resolved then the SENDCo will raise the matter with the Head teacher, who may:

- Take action to address the complaint
- Seek the involvement of external agencies, such as the Parent Partnership Service
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take

### **The School's Arrangements for SEND In-Service Training**

- All staff receive In-Service training or information about the SEN Code of Practice (2015) and issues relating to Disability
- All staff have the opportunity to receive In-Service training on SEND Procedures within school and through outside providers. This training can be viewed on 'Teams', Zoom, or specified webinars.
- All staff have the opportunity to receive In-Service training on specific disorders
- The SENDCO will identify areas for In-Service training or with the Head teacher which will be written into the school's improvement plan

### **The use made of teachers and facilities from outside the school including support services**

- External agencies will be used to provide advice and INSET for staff especially specific needs as they arise within the school
- External agencies will be used to identify specific targets for pupils in line with the school's procedures
- Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adult Mental Health Service, Integrated Primary Mental Health Services and Social Services

**St Osburg's has a commissioned speech and language therapist from the NHS (Elizabeth Turner). The commissioned service works juxtaposed to the core pathway provided by the NHS. Regular meetings take place between the SENDCo and the Speech and Language Therapist to discuss the support that the children need and or are receiving.**

**The Commissioned Speech and Language Therapist Elizabeth Turner carries out assessment and reviews within school and provides teachers and parents with therapy plans. Speech and Language therapy plans are delivered three sessions per week within school and is overseen by Carol Doyle the Speech and Language Specialist Teaching Assistant within school.**

### **Arrangements for Partnership with Parents**

The concept of parents as partners is central to SEND Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend Target Planning with Teachers and Parents consultation meetings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for children.

### **We seek to work in partnership through:**

- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through personalised targets
- Meeting the parents/carers of prospective new children to the school to discuss SEND support
- Discussing with parents/carers, transfer/transition options at the end of each year.

### **Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations**

We liaise with:

- School Nursing Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Integrated Primary Mental Health Service
- Pre-school settings
- Children and Families First Service
- Dyslexia West Midlands: Assessments for learning and behaviour and Educational Psychology services

### **Policy review Details**

Review: July 2025

Contact details: [admin1@st-osburgs.coventry.sch.uk](mailto:admin1@st-osburgs.coventry.sch.uk)

Copies of this policy are available on the school website and from the school office.

