



# **SEND policy for St Catherine's Primary School Ware**

**Diocese of St Albans and affiliated to St  
Mary's Church, Ware**

**Updated: September 2024**

Catherine's is a nurturing community where differences are celebrated, and caring, happy children flourish. Children embrace their learning and develop skills of wisdom and resilience, enabling them to live life in all its fullness.

"I have come that they may have life, and have it to the full." (John 10:10)

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice for 0-25yr olds, July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- Supporting Pupils with Medical Conditions April 2014
- The National Curriculum for England Key Stage 1 and 2, September 2014
- Teachers' Standards 2012
- Keeping Children Safe in Education guidelines
- Anti Bullying Procedures

## **SENDCo**

The SENDCo at St Catherine's School is Mrs Hazel Leslie, supported by Miss Michala Baker. You can contact them via [admin@stcatherines.herts.sch.uk](mailto:admin@stcatherines.herts.sch.uk) or via the school telephone number: 01920 462653

## **Link Governor**

The member of the governing body with an overview of SEND provision is Natasha Hillcoat-Hyde.

## **Rationale:**

St Catherine's Primary School is committed to providing an appropriate and high-quality education for all children. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to access a broad and balanced academic and social curriculum, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school, and we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can feel safe and can flourish.

St Catherine's is committed to inclusion. Part of the school's strategic planning for improvement is to develop teaching practices that benefit all pupils equally. We aim to engender a sense of community and belonging, and to offer new opportunities to children who may have experienced previous difficulties. We will also aim to model inclusion in our staffing policies, and in our relationships with parents/carers and the community.

This does not mean that we will treat all learners in the same way; we will respond as appropriate to the varied life experiences and needs that each individual child may have.

We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of children:

- girls and boys
- disadvantaged pupils (incl FSM)
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- those who need support to learn English as an additional language (EAL)
- children with special educational needs
- learners who are disabled
- those who are gifted and talented

- those who are looked after by the local authority
- children who are at risk of disaffection and exclusion.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term.

This policy describes the way in which we meet the needs of children who experience barriers to their learning resulting from sensory or physical impairment, learning difficulties, emotional or social development, or speech, language and communication needs.

We have moved from a SEND approach that locates the problem within the child to one that focuses on the additional provision that we need to make for specific children in order for them to thrive. At St Catherine's Primary School, we aim to identify these needs as they arise and provide learning contexts which will enable every child to reach his or her full potential.

### **Aims:**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that the school works in partnership with parents to support their child's education
- To ensure that our pupils have a voice in this process.

### **Objectives:**

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs, enabling them to develop life skills, both academic and emotional
- To be aware that any pupil at some time during their education may have special educational needs
- To promote positive attitudes by encouraging independent learning
- To recognise every child's social and academic achievements
- To identify children who will need extra resources/provision during their time at school
- To work in partnership with parents and external agencies to provide for the child's individual educational needs
- To regularly monitor, review and assess the needs and suitability of provision for children with special educational needs
- To outline the roles and responsibilities of those working with pupils with SEND and the provision made to support their learning.

### **Identifying Special Educational Needs**

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Identification of SEND follows a graduated approach as required by the Code of Practice.

The 2014 Code of Practice recognises four broad categories of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

The following characteristics may impact progress and attainment but are NOT SEND:

- Disability (reasonable adjustment duty applicable under Disability Equality legislation)
- Attendance and punctuality concerns
- Health and welfare
- EAL
- Disadvantaged pupils/ pupil premium
- Looked After Children
- Children of service personnel

### **On entry**

If a child is admitted to the school with identified special educational needs, the school liaises with previous setting, parents and involved agencies to plan provision and transition.

### **Referral**

Children may be referred to the SENDCo by the class teacher, the nursery staff or the child's parents. The class teacher must initially discuss these concerns with the parents. The SENDCo will arrange for an assessment of the child's needs to take place with reference to:

- Learning
- Physical/sensory development
- Behavioural/emotional needs

## **A Graduated Approach to SEND Support**

St Catherine's School believes that quality first teaching is the right of every pupil and that intervention, whilst important to address a specific need, cannot substitute for a high quality classroom learning experience. Teachers are responsible and accountable for the progress and development of every pupil within their class. Assessment of pupils' progress is an integral aspect of the teaching and learning cycle and occurs as a matter of course throughout all lessons. To support professional judgment about pupil progress, formal periods of assessment and review are included in the school calendar. Concerns relating to progress, including those which may indicate special educational needs, are often highlighted during these periods however a concern may be raised at any time by a staff member or parent.

Pupils are registered under a single category, namely, 'SEND Support'. Within this single category, pupils receive varying levels of support dependent on need.

The Assess–Plan–Do–Review model is applied. This includes targeted, personalised differentiation in the first instance. Additional intervention is applied if further support is required, however the class teacher remains ultimately responsible for each pupil's progress. A review of progress and actions taken after a suitable period of time will determine whether continued or additional SEND support is required.

Where higher level or more complex needs are identified, assessment and advice is sought from external agencies. Strategies advised by these professionals are included in the provision for the pupil. This will trigger the development of a LP (Individual Learning Plan); these are written and reviewed collaboratively by the class teacher, parent, any other additional adult working with the child and where possible, the pupil. If the presenting need is greater than can be addressed and managed through the school's allocated resources, an application may be made for an Education Health and Care Plan. The local authority and the school SENDCo agree this plan at a referral meeting.

## **Curriculum Access**

St Catherine's School plans provision to ensure that every pupil has access to and makes progress across the curriculum. This includes:

- Curriculum planning (medium and short term), by teachers, which is differentiated and has differentiated success criteria
- Monitoring by leaders to ensure access, differentiation and suitable resources
- Deployment of support staff throughout to work with individuals and small groups, carry out intervention and enable full access to the curriculum
- Additional Needs Profiles (as required) which identify individual targets and support
- Making resources, including auxiliary aids available to support individual learning needs and to support the curriculum (e.g. ICT equipment, practical resources for literacy and numeracy, fine and gross motor skill development)
- Specific access arrangements for SATs / assessment.

## **St Catherine's School encourages pupils to participate in their learning by:**

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Being involved in review and evaluation and having their views recorded
- Incorporating their views about their education
- Encouraging independence in learning and decision-making.

### **Educational Health Care Plan**

If a child has significant needs and/or does not make adequate progress despite a sustained level of support, parents/carers and the school may ask the LEA for an assessment in order to determine whether it is necessary to draw up an Educational Health Care Plan.

A child who has an EHCP will continue to receive differentiated lessons along with support outlined in their Health Care Plan. The Plan is a legal document and is reviewed annually, with the SENDCo, linked professionals and parents/carers, to look at the relevance and appropriateness of provision.

Recommendations are made to the LEA regarding any changes that should be made to the Plan regarding provision and/or funding arrangements for the child.

### **Eligibility for EHCP**

The pupil:

- has severe and/or complex long-term needs that affect day to day life
- requires provision and resources not normally available
- requires intensive help from more than one agency
- despite high levels of support, is making limited or no progress

### **Additional Funding:**

All schools have some funding within their budgets to support SEND pupils. However, if a child has significant needs which the school has difficulty supporting due to budgetary constraints (for example, a child may need very specialised 1:1 support) St Catherine's may, in agreement with parents/carers, apply to the local authority for Exceptional Needs Funding. This application and funding is not linked to an application for an EHCP, but may support the work stipulated within that plan.

### **Links with other schools:**

St Catherine's ensures that wherever possible, that transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

### **Working with External Agencies:**

It is likely that meeting the needs of children with special educational needs will involve working with or seeking advice from other agencies. It is important that everyone who is working with the child is aware of the importance of confidentiality and alongside this, the importance of sharing information to ensure that the child's needs are correctly identified and met. The child may have a lead professional who may be a member of school staff or from another agency.

It is the responsibility of the lead professional to be the link person for that individual child. S/he ensures that reports and information are shared between all relevant professionals to enable clear and accurate planning for the child. When the child's needs are complex, the lead professional arranges meetings involving the relevant professionals so that provision and strategies can be discussed.

Everyone in the school, both children and adults are treated with respect and in a professional manner. This is an expectation that will be extended to staff from all other agencies. Issues arising from multi agency work should be addressed through the line managers if they are not able to be resolved within the setting.

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

The progress and development of all pupils is regularly reviewed. If a pupil has made significant progress and additional support beyond that which is typically available for children of the same age is no longer required, the pupil may be recommended for discharge from the SEND register. Class teachers make recommendations to the SENDCo. If a child has been discharged from a specialist service e.g. Speech and Language Therapy this may also trigger a discharge recommendation. Parents are informed and invited to share their views. A pupil may be re admitted to the SEN register if concerns emerge again or new concerns are identified.

### **Admission Arrangements:**

We recognise that all children progress at different rates. It is our belief that a vital element of meeting all children's needs is a fair and transparent admission policy. We follow the locally agreed admission criteria. We work with other schools and staff at the local authority to ensure that children with any special educational need are not disadvantaged. We work with all parents of all children to ensure that their admission to school is managed effectively. Hertfordshire County Council deal with all Reception and in-year admissions and applications can be made via the following link:

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/school-admissions-and-transport.aspx>

### **Links with Parents:**

We value working in partnership with parents to support the learning of all pupils. When a pupil has special educational needs, it is especially important that the school and parents work closely together to ensure that the knowledge and experience that parents have of their child is fully included alongside that of professionals. The school will promote a culture of cooperation with parents by:

- Ensuring all parents are aware of the school's arrangements for special educational needs
- Informing all parents when a child is placed on the Additional Needs Register and offer the opportunity for discussion
- Holding consultations between the SENDCo, class teacher and parents to discuss the child's needs and approaches to addressing them
- Holding termly review meetings with parents of children who require Additional Needs Profiles
- Undertaking Annual Reviews for children with statements for special educational needs/EHCP
- Wherever possible, representing the school at external agency consultations (with parental permission).

### **Supporting Pupils with Medical Conditions:**

St Catherine's 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 duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement or an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

## **Monitoring and Evaluation of SEND**

### **Assessment and monitoring**

Class teachers and SENDCo monitor the attainment and progress of pupils with special educational needs as part of their role. Progress of Pupils with SEND, including those with Statements/EHCP, is tracked and monitored regularly, as are their Individual Learning Plans where specific targets are identified. Reviews are led by the SENDCo who gathers the views of the pupil, parent, teacher and other relevant staff. Assessment reports are provided by all staff who lead interventions (1:1 or group) for each participating pupil. As a result of assessment and monitoring, a child may move between interventions, or be taken off his/her ILP.

Pupils with a Statement of Special Educational Needs/Education Health and Care Plans also receive an annual review. At St Catherine's we aim to ensure that the views of pupils and parents are always considered very carefully. All professionals who work with the pupil are invited to the review alongside the pupil and his/her parents. The review process aims to identify the successes and achievements of the year and to set priorities and objectives for the next academic year.

### **Training and Resources:**

#### **Professional Development for Staff**

St Catherine's School recognises the vital role that ongoing training plays in ensuring that all staff continue to develop their skills and confidence in working with pupils with special educational needs. Individual staff members are provided with opportunities to attend additional training as appropriate in line with identified areas for development or which have a particular bearing on the children they are supporting. Professional development provision is reviewed annually.

#### **Resources**

St Catherine's School ensures that the needs of pupils are met by employing a SENDCo. The allocation of support to pupils is determined by the needs of the pupils within the class/year group. Pupils with statements of special educational needs/Education and Health Care Plans (EHCP) are supported according to the level of their needs and the requirements of their statements and outcome of annual reviews. The SENDCo manages a budget to provide general resources and has access to further funding to address specific needs upon request.

Time is allocated for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and key stages.

### **Roles and Responsibilities**

**The Special Educational Needs Co-ordinator and head teacher are responsible for:**

- Identifying the pupil's SEND in consultation with parents, class teachers and other professionals
- Coordinating the SEND provision for the pupil
- Monitor the effectiveness of the provision for the pupil
- Secure relevant services and support for the pupil
- Ensure that records of the pupils' needs and the provision made are kept up to date
- Liaise with parents regularly to inform them about their child's needs, support provision and progress



- Ensure that information is transferred when a child moves to a new school
- Promote the pupil's inclusion and access to the curriculum, facilities and extra curricular activities
- Advise teachers about differentiated teaching methods appropriate for individuals with SEND
- Selecting, supervising and training support staff who work with pupils with SEND
- Coordinating professional development opportunities for staff working with pupils with SEND
- Preparing and reviewing the information on SEND that the governing body publishes annually
- Preparing and reviewing the objectives the governing body sets in making provision for SEND
- Preparing and reviewing the school's SEND policy
- Liaising with any external agencies involved and follow up any actions (medical appointments, outstanding reports from specialists etc.)
- Liaising with class teachers to ensure that they are fully aware of the needs of the pupils and have copies of the appropriate information, reports etc.
- Being a contact point for parents and liaising with them to ensure they are aware of how their child is being supported at school and how they can support at home
- Supporting class teachers in completing and reviewing the Additional Needs' profile and sharing that with parents
- Supporting teachers in identifying strategies and resources to support specific learning needs.

#### **Class teachers are responsible for:**

- Planning and preparing learning activities which meet the needs of and ensure adequate progress for pupils with SEND in their class
- Meeting with parents and caseworkers/SENDCo to set and review specific targets for pupils who require significant levels of additional or different provision
- Raising initial concerns with the SENDCo if a pupil presents with SEND
- The learning and achievement of the pupils with SEND in their class.

#### **Governors are responsible for:**

- The governing body will have identified a governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.
- The governing body has due regard to the Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs
- The governing body does its best to secure the necessary provision for any pupil identified as having a disability and/or Special Educational Needs
- The governors ensure that all teachers are aware of the importance of providing for these children
- The governing body ensures that the SEND policy is updated appropriately and is on the website
- The SEND governor ensures that all governors are aware of the schools' SEND provision, including the deployment of funding, equipment and personnel.

#### **Storing and Managing Information**

Pupil records are held in the school's information management system (SIMS) and on CPOMs. Specific information relating to individual pupils' SEND is stored securely. General information relating to pupils' needs and provision is held by the class teacher and is shared on a 'need to know' basis amongst those working with the individual pupil. Records are kept, in line with the DfE's statutory guidance on keeping and maintaining records.

### **Reviewing the Policy and Evaluating Success**

The success of the SEND Policy and provision is evaluated and reported to the head teacher, through:

- Monitoring of classroom practice by school leaders
- Analysis of pupil tracking data for groups (SEND)
- Individual pupil data for attainment and progress
- School self-evaluation
- The School Development Plan
- Pupil case studies
- Pupil surveys
- Parent surveys
- Head teacher's annual report to the local governing body.

### **Accessibility:**

St Catherine's School complies with the Disability Discrimination / Equalities Act and ensures access and provision for all pupils, parents, community users and staff.

St Catherine's School is built on a hill and as such may present some access issues for some users, which the school endeavours to manage in a positive and responsive way. There is some access for wheelchair users: 2 stair lifts and easy (sloped) external access around the school building. Disabled toilet facilities are available in the main school building, the Foundation Stage block and the UKS2 block.

### **Dealing with Complaints:**

Should a parent have a concern about the additional provision made for their child they should in the first instance discuss this with the class teacher. If the concern is not resolved then a meeting will be scheduled with the SENDCo, Bec Fitts. If the SENDCo is unable to resolve the difficulty, concerns are discussed with the Headteacher, Hazel Leslie. In the unlikely event that the issue is still unresolved, parents should write to the Chair of Governors, Dawne Charalambous, care of the school. The full Complaints Policy is available at the school office and on the school website.

### **Bullying:**

Bullying is "behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally". St Catherine's School understands that pupils with special educational needs or disabilities are a nationally recognised vulnerable group in relation to bullying. All staff are trained in the STEPS behaviour management program. Staff take all allegations of bullying seriously and take action to prevent bullying by raising awareness in pupils and developing an inclusive culture across the school. Information about the schools' approach to bullying can be found in the Anti-Bullying document and behaviour policy which is available on the school's website.