

St Francis Xavier Catholic Primary School



Special Educational Needs and Disabilities Policy and Information Report

'And may God, the source of patience and encouragement, enable you to have the same point of view among yourselves by following the example of Christ Jesus...'

Romans 15: 5

Last updated: July 2021
Review date: July 2022

School Inclusion Statement

St Francis Xavier Catholic Primary School is an inclusive Catholic community that celebrates both diversity and the uniqueness of the individual. We work hard to ensure the entire community is able to grow and learn together.

Our school motto is 'Jesus holds us in the palm of his hand'

At the heart of what we do is the belief that each one of us, adult and child, is made in God's image and likeness and is well loved by him. We believe also that each one of us is equal in God's sight. This is the core of Christ's message and it underlies all that we seek to do here in school.

AIMS of the Special Educational Needs and Disabilities Policy

Our aims for pupils with special educational needs and disabilities are: -

1. To identify their needs as soon as possible.
2. To match their needs with the criteria set by Sandwell Education Authority.
3. To make arrangements for their needs to be met so that they have the greatest possible access to the National Curriculum.
4. To record and review their progress regularly.
5. To take into account the pupils opinions at informal interviews.
6. To involve the parents from the onset and in regular meetings for target setting and reviews.
7. To make full use of the outside agencies which are available and become involved with the school.

A definition of SEND

A pupil is defined as having Special Educational Needs (SEND) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty than the majority of children of the same age; or
- b) have a disability which 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 Educational Authority.

Special needs are generally identified by the class teacher or parents expressing concerns about a child's difficulties or lack of progress.

The main categories of need are:

Cognition and Learning

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning difficulties (SpLD) Specific learning difficulties affect one or more specific aspects of learning. this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia / developmental coordination disorder.

Communication and Interaction

- Receptive Language/ language comprehension
- Expressive Language
- Developmental Language Delay
- Developmental Language Disorder
- Social Communication/ Interaction
- Speech sound Difficulties.

Sensory and/ or Physical Needs (Including medical needs)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviours. These behaviours may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

A child may fall into one or more of the above categories.

Entitlements

1. All children are entitled to equivalent learning opportunities, a broad, balanced, relevant and differentiated curriculum, high quality teaching and support from adults within a sympathetic, positive and nurturing environment.
2. Parents are entitled to a genuine partnership with the Education Services, which requires open communication, full information, a share in the decision-making process, and access to counselling and support when needed.
3. Teachers are entitled to the resources and support necessary to provide the service to their pupils and parents.

(See attached Local Offer)

Objectives

- The 2015 SEND code of practice will be fully implemented.
- All children with special educational needs will be identified and assessed as early as possible.
- Provision for all pupils with special educational needs will be made by using the most appropriate strategy.
- All teachers will be responsible for meeting the individual needs of children with special educational needs.
- The knowledge, views and experience of parents will be valued and liaison occur with them on a regular basis.
- There will be close cooperation with all agencies involved in the provision of special needs.
 - Children with special educational needs will be helped to recognise their strengths and develop them to their true potential.
- All children with special educational needs will be entered on a register and the steps taken to meet the needs of individual children recorded.
- All staff will address the needs of children with special needs and receive appropriate training.

Access

Admission arrangements for all pupils to our school are established according to the Criteria for Admission laid down by the Governing Body.

The school has wheelchair access ramps to the Foundation Stage Unit, reception area, KS1 and lower KS2. A survey has been undertaken by the LEA to investigate the possibility of access to the upper floors of the KS2 area.

All areas of the school have been assessed for accessibility in order to comply with the Disability Discrimination Act

Special Educational Needs Co-ordination

The Special Educational Needs Co-ordinator is: Mrs A Bullock

The Special Educational Needs Governor is: Mrs Hemmingway

Arrangements for Co-ordinating SEND Provision

The Role of the School Governors:

It is the duty of the Governing Body to maintain a Special Needs and disabilities Policy for their school and to make appropriate arrangements to identify and meet the needs of the pupils. They must endeavour to ensure that any registered pupil with specified educational needs has the required provision. They must also ensure that all teachers in the school are aware of the importance of identifying and providing for those who have special educational needs. They will annually publish information for all parents and other relevant parties regarding SEND provision in the school.

They will also work to ensure that employees receive appropriate guidance and support the governing body in meeting their duties to pupils.

The Role of the Special Educational Needs Co-ordinator:

- To encourage all staff to accept responsibility for the children with special educational needs through consultation and training.
- To work co-operatively with colleagues developing positive attitudes to children with special educational needs.
- To provide professional support and advice to colleagues.
- To ensure Learning Support staff and volunteer helpers are trained in methods of helping SEND children.
- To ensure that effective targets are set, monitored and progress recorded for SEND pupils at School Action and beyond, in collaboration with other key staff.
- To initiate and develop contact with the LA support services and outside agencies in relation to children with special needs.
- To ensure that parents of children with SEND are kept informed of their progress. • To encourage and support parents of special needs children in the education of their children.
- To maintain a professional awareness of developments affecting special needs and to communicate these to the head teacher and staff.
- To help where necessary, to liaise with secondary schools to ensure continuity of support.
- To maintain a register of children with special needs.
- To monitor and report to the Head teacher any particular patterns in the school's identification and registration of children's Special Educational Needs or parents expressions of concern and subsequently examine the school's general practices and policies in the light of such patterns.
- To report annually to governors in writing.
- To take the lead in updating the SEND policy.
- To monitor teaching and learning for special needs pupils in line with the school monitoring policy and monitoring cycle, reporting back to the Head, staff and governors • To prepare and submit paperwork required to apply for Statutory Assessment

- To ensure the impact of any additional funding provides value for money.
- To attend LA training and to updated personal knowledge.

Identification procedures and practices

In order to help children who have SEND, school makes full use of available classroom and school resources, (quality first teaching) before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the SENCO or before consideration is given to moving the child on to the SEND register.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation. The majority of pupils will learn and progress within these arrangements. Teachers should deliver the NC programme of study in ways that meet the particular learning requirements of pupils.

Stages of Assessment

The SEND Code recommends that to help match Special Education Provision to children's needs, a staged approach should be adopted.

Initially, teachers should apply differentiation strategies to address the needs of pupils needing additional support in the classroom. These are known as Wave 1 strategies and all teachers are required to meet the needs of all their learners and are teachers of special needs.

Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, the class teacher monitors the progress of the pupils closely, in the first instance providing a range of intervention strategies and differentiated work.

Detailed records of observations, children's strengths and weaknesses, intervention strategies used and concerns are maintained.

Using this evidence, it may be decided that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SENCO may be consulted. A review of the strategies used will take place which could lead to the conclusion that the pupil requires help over and above that which is normally available in class. Consideration is then given to putting the child's name on the SEN register.

School has a duty to inform the child's parents that interventions are taking place.

Intervention through SCHOOL SUPPORT

When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies (School Support).

The triggers for intervention through School Support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills resulting in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties despite techniques usually employed in school
- has sensory or physical problems and makes little progress despite specialist equipment
- has communication/interaction difficulties and makes little progress despite the provision of a differentiated curriculum.

The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Consulting with the SENCO as appropriate.

Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's class teacher should decide on the support needed to help the child to progress in the light of their earlier assessment.

This could take the form of:

- deployment of extra staff to enable one to one tuition (this will depend on financial resources and staff availability)
- to provide different learning materials or special equipment
- to introduce some group or individual support
- SENCO time spent on devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training to introduce more effective strategies
- one-off or occasional advice from the LEA support services.

Intervention through SEND SUPPORT

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's progress.

At SEND Support external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers and recommend strategies to support learning; provide more specialist assessments that can inform planning and the measurements of a pupil's progress.

The triggers for SEND Support could be that, despite receiving an individualised programme and/or concentrated support under School Support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at NC levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The resulting Individual Education Plan for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the Interventions should usually be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions recorded continues to be the responsibility of the class teacher.

13. School request for an Educational Health and care Plan (EHP)

Where a request for a statutory assessment (EHP) is made by a school or parents to a LEA, the child will have demonstrated significant cause for concern.

The school should be able to provide written evidence of or information about:

- the school's action through School Support and SEND Support
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum expectations
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals

- any involvement by the social services or education welfare service.

14. Working with children with Education Health and Care Plans (EHCPs)

All children with EHCPs should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in an Intervention Sheet. As at School Support and SEND Support the Interventions should record only that which is additional to or different from the differentiated curriculum plan.

15. Access to the National Curriculum and integration into the school

All pupils with SEND are based in mixed ability classes and take part in the normal classroom activities. Class teachers provide a variety of differentiated tasks to match the abilities of all pupils including those with SEND. Where appropriate there is provision of different learning materials and additional support is given to these pupils by LSPs or volunteers.

Children may be withdrawn from the classroom for short periods of time over a term for extra tuition catered to their specific needs or as part of their targets. These withdrawals may be on a one-to-one basis with the SENCO, class teacher or a LSP, or as part of a group.

16. Assessment and Recording

All children with SEND will normally be assessed by the class teacher, SEND support staff and the SENCO.

In addition, children at the SEND Support stage and children with an EHCP will be assessed by Inclusion Support or other appropriate outside agencies.

Children who receive interventions will be assessed on entry, during and exit from various programmes to evaluate the impact of these interventions.

17. Arrangements for partnership with parents

Parents will be involved at all stages of the process. The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENCO. Parents will be involved in review meetings. Reviews will be discussed as part of Parents' Evening.

The SENCO is always available to see any concerned parent. An appointment should be made for a mutual convenient time.

The school has a Home-School Agreement.

18. Use made of Support Services outside school

Services of the LA and other outside agencies are used at all stages in an advisory capacity, and give direct support to pupils at SEND Support and pupils with an EHCP.

We are at present working with:

Inclusion Support through SAT-L, SAT-SEMH and, CCAT, hearing and visual impairment teachers and Educational Child Psychologist

The Speech and Language Therapy Department

Sandwell Health Authority through the school nurse

The Occupational Therapy Department

We have Local Authority agreements in place with Inclusion Service, The Speech Therapy Department and The Departments for the Hearing and visually Impaired.

The SENCO has regular meetings with external staff that come into school and they are involved in reviews and the setting of targets.

19. Links with other schools and transition arrangements

The SENCO is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for the child with special needs. Towards the end of the Summer term before the special needs child moves to secondary school the SENCO meets with the SENCO of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school.

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

Appendix 1 – Local Offer

Sandwell Local offer: <http://www.sandwell.gov.uk/send>



Jesus holds us in the palm of His hand.

Local Offer

Last updated: April 2020

The following data is based on teacher assessment due to the Covid 19 Pandemic.

Children with SEN and/or disabilities attain well at this school.

In 2019/20, 50% of KS2 children with SEN achieved Age Related Expectations or Greater Depth in Reading, 33.3% in Writing and Maths.

In 2019/2020, 25% of KS1 children achieved Age Related Expectations in Reading, Writing and Maths.

This document is designed to set out clearly how this school meets children's special educational needs.

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disabilities.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCO) to support and advise teachers so that your child can learn in the best way for him/her.

- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

St Francis Xavier Whole School Provision Map (Last updated March 2020)

	Wave 1	Wave 2	Wave 3
Area of Need	Provision	Provision	Provision
Cognition and Learning	<ul style="list-style-type: none"> ➤ Differentiated curriculum ➤ Differentiated delivery ➤ Differentiated outcome ➤ Increased visual aids ➤ Visual timetable ➤ Use of writing frames/maths equipment to support learning ➤ In class support from an LSA/LSP/teacher ➤ Focussed group work with teacher/LSA/LSP Year 6 booster class 	<ul style="list-style-type: none"> ➤ Rocket Phonics Intervention Scheme ➤ Six Pocket Challenge Intervention (Precision Teaching) ➤ REVI (Reading Intervention) ➤ SNIP (Literacy Intervention) ➤ Boosting Reading at Primary Intervention ➤ Early Literacy Skills Intervention ➤ Sandwell Writing Intervention ➤ Stareway to Spelling Intervention ➤ SWST Spelling groups ➤ Rising Stars Skill Builder (SPAG intervention) ➤ Power of 2 (Maths Coaching Programme) ➤ Timetables Rockstars and Hit the Button ➤ In class support from an LSA/LSP/teacher 	<ul style="list-style-type: none"> ➤ 1:1 Withdrawal ➤ 1:1 In class support ➤ Speech and Language Intervention ➤ PECS/Communication book ➤ Basic Makaton ➤ WellComm ➤ Sandwell Skills Ladder Curriculum ➤ Support from Sandwell Inclusion Support <p align="center">In addition to all wave 2 provision</p>
Communication and Interaction	<ul style="list-style-type: none"> ➤ Flexible teaching arrangements ➤ Structured school and class resources ➤ Differentiated curriculum delivery ➤ Differentiated outputs ➤ Increased visual aids ➤ Visual timetables ➤ Use of symbols and pictures (Communicate in Primary) ➤ Speech and Language Therapy/Language Modelling ➤ Wellcomm Big Book of Ideas 	<ul style="list-style-type: none"> ➤ Wellcomm Big Book of Ideas ➤ Boosting Reading at Primary Intervention ➤ One to one reading ➤ Speech and Language Therapy provided in school. ➤ Lego Therapy ➤ In class support from an LSA/LSP/teacher ➤ Focussed group work with teacher/LSA/LSP 	<ul style="list-style-type: none"> ➤ 1:1 Withdrawal ➤ 1:1 In class support ➤ Speech and Language Therapy provided by Speech and Language Therapist. ➤ PECS/Communication Book ➤ WellComm ➤ Basic Makaton <p align="center">In addition to all wave 2 provision</p>

<p>Social,Emotional and Mental Health</p>	<ul style="list-style-type: none"> ➤ Whole School and Class Reward System ➤ Superstar Steps for behaviour ➤ Healthy mind, Happy me curriculum ➤ Circle time ➤ SUMO followed throughout school ➤ Well-being Room within school ➤ Well-being drop in sessions for all children across school 	<ul style="list-style-type: none"> ➤ Nurture groups ➤ Lego Therapy ➤ Supporting young people’s mental health programme ➤ One to one well-being checks with a trusted adult ➤ Anger Management coaching ➤ Emotion Coaching 	<ul style="list-style-type: none"> ➤ 1:1 Support ➤ Withdrawal from class ➤ 1:1 In-class support ➤ 1:1 Behaviour tracking programme ➤ Social Stories ➤ Support from Sandwell Inclusion Support/PPE Team <p>In addition to all wave 2 provision</p>
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> ➤ Flexible teaching arrangements ➤ Teacher awareness of sensory and physical Impairment ➤ Availability of resources, for example, pencil grips ➤ Medical support ➤ Brain Gym exercises ➤ Sensory area within school 	<ul style="list-style-type: none"> ➤ Fine/gross motor skills intervention ➤ Dough Disco ➤ Write Dance ➤ Play and Stay sessions ➤ Individualised interventions for those children with targets from Occupational Therapy 	<ul style="list-style-type: none"> ➤ 1:1 withdrawal ➤ Use of specific resources or equipment (modified where appropriate) ➤ Individual support in class/PE ➤ Occupational Therapist Programme (where appropriate) <p>In addition to all wave 2 provision</p>

