

St. Teresa's Catholic Primary School



SEND Policy

Reviewed September 2019

'St. Teresa's Catholic Primary aims to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.'

The coordinator of SEND provision (SENCo), also Deputy Head Teacher, in St. Teresa's is Mrs F. Lindsay BA(Hons), NPQH, NASENCO

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COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Regulations (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015
- Equality Act 2010: advice for schools, 2013
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
- The Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Safeguarding and Keeping Children Safe in Education Guidance, 2015 (changes made Sept. 2016)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2015
- The Mental Capacity Act 2005 (Mental Health Behaviour Guidance 2014)

At a more local level and in order to secure consistency across the Multi Academy Trust, we have also referred to relevant documents on the Carmel Education Trust website, most notably the Anti - Harassment and Bullying Policy and the Safeguarding Children / Child Protection Policy. All other key documents will be set out in the Appendices at the end of this policy.

"Together with Christ we grow in faith and knowledge."

- We put relationships first, seeking to properly know and develop each individual child.
- We aim to teach in a way that helps children learn to love learning.
- We teach the values of wisdom, service, truth, justice, peace, respect, generosity of spirit and looking out for others.
- We pay close attention to individual needs, personalised planning and the essential contribution of parents and carers to help us educate the whole child.

Every child is valued and we work to ensure that every child is well cared for and well known. We believe that every child has an equal right to a full and rounded education, enabling them to reach their full potential. We do the best we can to secure special educational provision for those learners who require it. By this we mean provision that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice: 0-25 years. (Appendix 1)

These areas are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory / physical

We agree that every teacher is a teacher of every child or young person, including those with SEN.

Our policy was developed through a process of consultation with students with SEND, parents/carers of students with SEND, the wider parent body, the SEND Governor and school staff.

This policy reflects the spirit of the SEND Code of Practice, 0-25 guidance.

Characteristics of school and surrounding area

St. Teresa's school was originally built in 1958 and now has a published admission number of 45 places. St. Teresa's School also has a nursey. In September 2019, the school became part of Carmel Education Trust.

Typical statistics are:-

- Disadvantaged Children 21% (national 23%)
- School deprivation indicator of 0.27
- Approx number on roll 360 (including nursery)
- Children from a minority ethnic group 52% (national 34%)
- Children with EAL 31% (national 21%)
- Children with SEN 11% (national 14%)

Aim & Objectives

AIM

Our school's approach to SEN is shared across the Multi Academy Trust. Our vision for children with special educational needs and disabilities is the same as for all children - that they have high aspirations and are aware that they are known, valued members of their community. We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential. We focus clearly on outcomes for our children. All of our children should be supported to live happy, fulfilled lives.

At St. Teresa's Catholic Primary, we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. We see high quality provision as essentially involving the skilled matching of curriculum to individual need. We believe that channelling our energies into the collaborative planning, personalisation, delivery and review of targets, will bring high aspirations into reality.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs, additional needs and/or a disability. We will do this by:

- reviewing and developing our identification and provision in genuine partnership, as appropriate, with children, parents/carers, SLT, SEN governors, internal colleagues, educational psychologists, external agencies (including representatives from health and social care), key transition links, special school colleagues and the voluntary sector
- making changes to procedure as quickly as possible, to ensure that we are timely and accurate in our identification and as effective as possible in our provision
- deploying resources efficiently and identifying and meeting relevant training needs
- working with close reference to the SEND Code of Practice 2015
- developing systems of assessment, recording and reporting which are easily managed, accessible and clearly linked to the SEN policy
- Providing Structured Conversations/Pupil Support Plans/One Plans and EHC Plans (as appropriate) which are consistently formulated, manageable and implemented as an integral part of short-term planning and teaching.

2. To work within the guidance provided in the SEND Code of Practice, 2015.

We will do this by:

- gaining good working knowledge of the guidance through close reading and attendance at training, as appropriate.
- regularly reviewing our systems and practice in the light of the Code of Practice through internal meetings, via the mechanism of Multi Academy Trust Special Educational Needs Coordinator (SENCo) meetings and the Local Authority network meetings, as well as via termly open discussion with and questioning by our governance.

3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs. We will do this by:

- Continuing to develop strong pupil voice, including representation by children who have special educational needs, additional needs and/or a disability.
- Giving consideration to the role played by every adult in the school's community and expecting them to at all times reflect the ethos of the school as outlined above, in the area of SEN and disabilities
- Understanding that in order to do this effectively, all staff, including support staff, would need to be routinely considered regarding training opportunities wherever this would further the successful inclusion of children who have additional needs, SEN or disabilities
- Developing strong, effective communication systems that show crossover between pastoral and curricular leadership, with the SENCo as part of all key team meetings and having a strong voice on the leadership team
- By strengthening the specialist expertise of staff in the area of SEN through enhanced training in the area of SEN and disabilities, including a strong focus on the category of 'Social, Emotional and Mental Health' needs. The SENCO identifies and organises relevant training e.g. using Occupational Therapy, Speech and Language Therapy, Educational Psychology, CAMHS and Social and Communication Services to provide training opportunities.
- By consulting across the community of the school on the development of this policy
- By ensuring that outcomes include those focused on healthy, happy, independent living

4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy. We will do this by:

- Ensuring that we appoint a qualified teacher to this post, who receives sufficient training to be able to well manage the day to day running of the SEN Policy
- Creating sufficient non-contact time for the SENCo to be able to effectively fulfil their duties, especially in relation to teaching and learning, including social skills or life skills learning goals, annual reviews, Structured Conversations and Support Plans at the various levels of need (see 'The Graduated Approach' below)
- Providing clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff).

5. To provide support and advice for all staff working with pupils who have SEN or disabilities. We will do this by:

- Proactively creating internal face to face and online support networks for staff so that all staff can be promptly signposted to sources of further expertise, as required
- Developing a regularly updated and easily accessed bank of contact details for external support under the headings of Education, Health and Social Care
- Providing dedicated time for SENCos across the Trust to meet with one another as well as with the Trust's SENCo
- Maintaining and developing close links with Local Authority SEN teams and accessing the training that they offer

Identifying Special Educational Needs

We believe in the importance of early identification. This can avoid the development of a host of self-esteem, frustration in learning and behavioural difficulties and is recognised as an important area for regular investment in staff training. Attention is paid to the ability of staff to recognise a range of emerging needs, in line with the categories set out in the SEND Code of Practice, 2015.

The four broad categories of need set out in the Code are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Principles of identification

We see these categories as a useful tool in helping us to develop appropriate support plans, in collaboration with the child and their parents/carers and sometimes with the help of specialists in those areas, in order to improve learning outcomes. We recognise that putting children into any 'category' can potentially diminish the effectiveness of support. 'Labels' can become a self-fulfilling prophecy and contribute to a dismal, limiting experience for children. We work to counteract this possibility by viewing categorisation as a crude but helpful tool that is not allowed to become an end in itself. Accurate identification helps us to provide the most suitable provision for each learner. We seek to base provision on an understanding of each individual's strengths and needs, addressed through well-evidenced interventions targeted at areas of difficulty and using specialist equipment or software, where appropriate. Importantly, we recognise that all children within a category are individuals with essentially quite different personalities, needs and aspirations.

Strategic overview

Identification of SEN is built into our approach to monitoring the progress and development of all pupils. We take a systematic approach, which ensures that clear, agreed referral procedures are followed. This approach ensures that parents/carers are always actively listened to and involved if staff, or indeed the parents/carers themselves suspect that their child may have SEND. Our processes are detailed below under '**A Graduated Approach.**'

We routinely analyse the take-up of activities by our pupils who have SEND, to check that these groups of pupils are engaging in the school's activities (and those offered via the Multi Academy Trust) alongside pupils who do not have SEND. The mechanism for this process at St. Teresa's is pupil progress meetings and Senior Management meetings.

Senior Leaders and the SENCo also seek to identify patterns in the identification of SEN within cohorts and compare these with national data. This can greatly assist the development of whole school planning, especially where there are particular types of need identified within a cohort. It assists us with the development of high quality teaching by sharing best practice and highlights focus areas for staff training.

Various issues can impact on progress and attainment, whilst not in themselves constituting SEN. These areas include:

- Disability (whilst the Code of Practice outlines the 'reasonable adjustment' duty for all 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

Children who are identified as being affected by issues in one or more of these areas will be closely monitored via the school's usual pastoral and data analysis mechanisms. The Head Teacher and SENCo will meet to discuss the next steps and referrals/links will be made, where appropriate. Where progress is flagged as a concern, staff will work in close collaboration with parents/carers and any relevant specialist, such as our Family Liaison/Well-Being Officer or Attendance Officer.

Behavioural concerns will always be examined by experienced staff who know the child well. This will help to determine the extent to which these may form an underlying response to social, mental health or emotional needs which can be swiftly addressed. This would normally require close collaboration with parents/carers and with possible input from a multi-agency approach, if housing, family or other domestic circumstances are thought to be contributing to the presenting behaviours. Assessments may be used to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

We also remain alert to the impact of bullying or bereavement, which can at times have a severe impact on well-being and sometimes (though certainly not always) lead to SEN, especially if unaddressed. For problems of a 'one-off' or temporary nature, behavioural issues will not usually be referred to the SENCo. Instead, the school's usual systems of sanction and reward will be applied, as appropriate, in line with St. Teresa's Behaviour Policy. Where problems with a child's behaviour persist, despite the provision of a burst of support, the question of whether or not the child may have SEN receives serious consideration and parents/carers are involved alongside staff in this.

PROCESS - The Graduated Approach

Parents and carers, as well as the child, are involved at every stage of the 'Assess, Plan, Do, Review' cycle and their wishes, views and feelings are always taken into account. This applies to all SEN provision made by St. Teresa's, whatever level of support is identified as necessary to aid all round progress.

In response to the new Code of Practice, we have taken a 2-step approach to additional needs that are managed across school before the point of entry onto the SEN Register. Our process of graduated support begins with 'Emerging Needs' then moves through 'Targeted Support.'

Increasing complexity of need will demand 'SEN Support,' as outlined below. Where significant, persisting and complex needs do not respond well to evaluated, adapted support at this level, then an extensive assessment of the child's SEN will be sought. This takes place in close consultation and in partnership with their parents/carers, as well as with any relevant external agencies. Where the LA decides that a full assessment is necessary, this may result in the establishment of an Education, Health and Care Plan (EHC Plan.)

Identification of Level of Need

Experience teaches us that most children with additional needs will present with needs best managed under one of the following descriptions of levels of need:

1. Temporary and likely to respond well to a short burst of more focused support via the '**Emerging Needs**' approach.
2. More persistent but likely to respond well to consistent approaches and personalisation of the curriculum. This level of support is known as '**Targeted Support**'. The targeted support may feature some advice from external agencies, especially where these agencies have recommended specific strategies known to be effective within their area of expertise, to help the child to make progress in academic and or personal development terms.
3. More complex and substantial needs, where effective management may rely on not only specialist educational expertise but also regular input from either health care professionals, social care or both. Here the level of provision is described as '**SEN Support**'.
4. Significant and complex needs, where an Education, Health and Care Plan may be necessary. The need for these is determined via a full assessment in accordance with the Code of Practice. A child may arrive at St. Teresa's with an EHC Plan already in place, in which case we act at transition points to be well prepared to deliver the provision set out to help them to achieve individual learning outcomes. EHC Plans exist for the minority of children whose needs are significant and complex; adequate levels of progress can only be made if significant levels of provision are put in place that meet local criteria and goes beyond what is normally available within the primary school.

At St. Teresa's we have a system of short support plans, One Plans and EHC Plans depending on identified needs. Plans are reviewed termly with class teachers and the SENCo where necessary. Children are made aware of their targets and parents are consulted in the process so that their views are always taken into consideration.

Planning and Provision by Level of Need

Emerging Needs

These can be identified at any time via, for example, the child, parent /carers or via a key member of staff (usually the class teacher.) At St. Teresa's, pupil progress meetings can be a place for such identification. A note will be made of any concerns and a brief plan drawn up in collaboration with the child/parents/carers, involving an external agency as appropriate, to try to ensure that concerns are addressed and allayed as soon as possible. The aim is to prevent escalation of an issue, which a timely, short burst of support, may address. Agreed strategies will be shared with relevant staff and a review date set within the period.

Targeted Support

Unless a pupil arrives part way through an academic year, we normally prepare for their provision at all levels from Targeted Support onwards, as a result of rigorous pupil progress meetings, so that staff have useful plans in place to support progress from the point at which difficulties and concerns have been identified. The pupil progress meetings that support identification occur on a half-termly basis. Plans are firmed up with analysis of assessments, taking into account pupil and parent/carer views which are actively sought on a termly basis.

SEN Support

This will usually follow exactly the same process as that for Targeted Support. The key difference is that the document used to capture the child's progress towards agreed learning outcomes will be a little more detailed in terms of references to agreed short-term targets and will be known as a Pupil Support Plan. As with the other graduated levels of support, documentation will be treated as a living record, not an end in itself. Documents clearly set out identified needs, giving advice about best how to remove key barriers to learning based on what works for the individual, or at least what has worked before for others with similar needs at the same stage of development. They also set out clear outcomes to be achieved with the agreed support.

Responsibility lines are drawn, including reference to how the specific, short term and time limited targets within the overall plan will be achieved, resourced and reviewed, stating who will keep the achievement of targets under review. We seek the input of the child, parent/carer and class teacher. If a child needs more detailed support this is monitored through a One Plan.

Statements and Education, Health and Care Plans

We would normally try different approaches to fully meet the needs of a pupil through our own provision arrangements at the level of SEN Support. If it deemed appropriate then a move towards requesting a full LA assessment, which may or may not result in the issuing of an EHC Plan will be submitted. This decision represents a move to the next level of the graduated approach. We compare our evidence for doing this with criteria set out by our LA, in their SEN Ranges document, as well as by taking on board the specific feedback from all involved.

If we believe and agree that additional support, for example, by engaging specialist services, could be helpful to the child's progress, we seek parental agreement via standard consent forms, with this process coordinated by the SENCo. Where there is a cost to further provision options, this is considered by the appropriate member of the Senior Leadership Team alongside the SENCo and any additional costs recorded on the student's Provision Map. Advice may be taken at this point from specialist SEN staff at the LA as well as from specialists such as our Business Manager within the Multi Academy Trust or from Health or Social Care staff, as appropriate. Information about costs is discussed with parents /carers and the pupil, where appropriate, wherever this is helpful in securing the level of support agreed necessary. We seek to find the most cost effective solutions possible, without compromising the quality of support offered. This is sometimes achieved through shared cost agreements across schools within the Multi Academy Trust.

In terms of direct support from a Teaching Assistant, where this is appropriate to need, the level of provision hours agreed varies according to individual need. 'Learning outcomes' describes what we all agree to be the desired results of our joint efforts on behalf of the child. Our provision will always focus on what works in terms of moving a child towards their individual learning outcomes, with a clear focus on developing independence.

Review

We operate a cycle of assessing, planning, delivering and reviewing the recorded provision through pupil progress meetings. Support Plans are fully updated at least termly. Evaluation of progress informs adaptation of current provision, as appropriate. At St. Teresa's, the review feeds into pupil progress meetings by being highlighted within the usual cycle of academic reviews. This process involves the Multi Academy Trust Data Manager, who identifies discrete groups of students who have SEND and whose reports enable the SENCo to spot any areas of concern for prompt action to support progress.

Criteria for exiting the SEN Support Register

SENCOs and all other staff involved in reviewing the progress made by pupils who have Special Educational Needs and/or disabilities, are reminded during SEN related professional development, of the importance of cultivating and celebrating growth in independent learning skills. We recognise that, for a small number of children, it will always be necessary to have their needs met via the provision of additional resources. For others, however, removal from the SEN Support Register (or removal of a statement/EHC Plan) is entirely possible within their school career. This marks both the child's own efforts and the effectiveness of the SEN provision that has been made over time. Where it is felt, having carefully considered the available evidence, that progress made is to the extent that the pupil can now safely have their needs met by the high-quality teaching normally provided in the classroom, the decision to remove the child's name from the SEN Support Register will be raised with the child and their parents/carers. This decision will be based on improvement that has been seen to be sustained over the period of at least a term. Where the pupil (discussed as appropriate) and their parents/carers are satisfied that it would positively benefit the child to have their name removed from the Register.

Supporting Pupils and Families

All schools within Carmel Education Trust work to provide clear, accurate information about a child's SEN and the purposes of any assessment or intervention that has been agreed with parents. We try to identify how parents can support progress towards targets at home. On request, we will also put parents in touch with local support or advocacy services for children, where they may find this helpful.

Parents and pupils will find a comprehensive, accessible guide to the provision available with Darlington Local Authority and how it can be accessed via the following link to Darlington's LA's Local Offer - <https://livingwell.darlington.gov.uk/>. (Appendix 2) Here we find in one place the provision expected to be available across education, health and social care for children and young people in our area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. To view this school's specific contribution to this Local Offer, please see our school's SEN Information Report (and Contribution to the Local Offer) (Appendix 3). This contribution is developed under our statutory requirement to provide such a report. (Appendix 4)

Please find set out in the Appendices (Appendix 5), links with other key agencies who regularly work in partnership with us to support families and pupils. Remember that in many cases, your own family GP can be a great help, including providing support with the identification and treatment of mental health difficulties.

Admission Arrangements

Our admission arrangements clearly state that children who have an EHC Plan which names our school will be admitted in consultation with the LA and parents. (Appendix 6)

Access Arrangements for Internal and External Assessments

We have a system in St. Teresa's to ensure that those children who need additional support or different provision to enable them to access SATs and other assessments, are able to do so with confidence. To ensure that we identify children correctly, we have processes in place, which include the following:

- Information gathered from pupils, parents and staff during the transition process
- Information sent into school by parents or external agencies (with parental permission) regarding any additional needs that arise after transition.
- Information emerging from routine observations and assessments administered by class teachers
- Analysis of group and individual screening results of literacy / numeracy assessments administered by suitably qualified members of staff.

Currently in our school the Head Teacher, class teachers, in consultation with the SENCo, where appropriate, are responsible for identification and provision in the area of access arrangements. Provision is supported by a wide range of suitably qualified staff, especially at times of external examinations such as Phonics tests, KS1 & KS2 SATs tests. We follow a clearly identified process, which may involve a range of staff, including administrators.

Pupils are prepared as well as possible for the access arrangements to which they are entitled. Relevant information regarding appropriate approaches to support fair access to assessments is shared with the pupil and with parents. Such access arrangements are put in place for as long as possible leading up to formal testing. This helps to ensure that the pupils are able to work using those arrangements in as natural and as efficient a way as possible. The rationale behind this is that the children will be tested in a way, which reflects the pupils' normal way of working.

All Transition to St. Teresa's Catholic Primary School

We put a range of support in place to ensure that transitions go as smoothly as possible for this group of pupils. As we are aware that some children, particularly those who have needs on the Autistic Spectrum, those with mobility difficulties and

those with a range of other 'low incidence' needs, require something above and beyond the usual high-quality support that we offer all pupils at transition. This means that, where there is significant need, we may offer additional visits at different points in the school day to help the child become more familiar with their new environment and with key support staff before they make the transition. In some instances, a child's medical needs dictate that time is allocated to drawing up an Individual Healthcare Plan (IHCP) with the pupil and his/her parents. We will take advice as necessary from relevant health professionals and provide staff with training to ensure the safety of all children in our care. Please see Carmel Education Trust's Policy on 'Supporting Children who have Medical Conditions in School' for more detail. (Appendix 8 & 9)

Supporting Pupils at school with Medical Conditions

The 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 an 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 (2014) is followed.

We have a clear, regularly reviewed system in place in school to support pupils with medical conditions. Administrative staff, the SENCo, trained first aiders including those trained to administer medication work closely together to ensure that we are providing the best approaches that we can in this important area. Our cycle of continuing professional development takes this area into account to ensure that all relevant staff receive training in areas relevant to the medical needs of their current school population. We are vigilant about ensuring that sufficient numbers of staff are trained, relevant to size of school population. In addition, we ensure that we are compliant with national guidance regarding the administration of medicines. At least 2 staff are trained to administer medication in line with Administration of Medicines guidance. Where children need to access medication that is stored in school, this will be managed within the classroom.

It is important to us that all children feel safe in school and that parents feel reassured that we would deal with any emergencies in a prompt, professional manner, which preserves the privacy and dignity of the child. (Appendix 7) Details of national guidance in this area can be found at Appendix 8 and the link to Carmel Education Trust's Intimate Care Policy at Appendix 9.

Monitoring and Evaluating SEND

We regularly and carefully monitor the quality of provision offered to our pupils. This includes meetings between the SENCo, the Head Teacher, class teachers and the Senior Leadership Team to discuss the progress and interventions occurring for SEN registered children. The designated governor for SEND attends meetings at intervals, so that she remains aware of the procedures operating within the school.

- Liaising with and advising colleagues
- Reviewing the effectiveness of the school's SEN provision with the SEND governor
- Co-ordinating provision and managing support staff
- Maintaining the SEN Support Register and recording system
- Regular meetings with parents and pupils alongside the class teacher as appropriate
- Monitoring and evaluating the quality of teaching, learning and standards of achievement. Setting targets for improvement
- Reviewing the progress of children with PSPs and EHC plans
- Building up a resource bank of practical strategies for the identification and assessment of pupils short and long term SEN and/or disability
- Organising resources to provide appropriate work and support for children with SEN and/or disability in the classroom
- Working with external agencies and support staff to ensure the school maximises the use of any external support
- Collaborating with curriculum leaders
- Involvement in strategic planning for SEND provision by identifying future needs and contributing to a strategic plan for effective inclusion
- Seeking the views of pupils, parents and staff
- Analysing these views to inform future planning and arrange CPD for staff
- Attending governing body meetings and being a partner in writing the SEND section of the Governor's reports
- Liaising with the local secondary schools in order to ensure the smooth transition of pupils with SEN and/or disability.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Please see the Review section of our SEN Information Report (Appendix 3) for further detail in this area.

Training and Resources

SEN is funded through a delegated budget for pupils of primary school age within Darlington Local Authority. Funding that comes into school for each pupil is added to

from what is known as the 'notional' SEN budget for pupils who have additional needs that cannot be met within the scope of resources normally available. Based on recent research findings, we aim to design support around the principle of greatest effectiveness in meeting learning outcomes, as opposed to a provision-focused tally of support hours. If needs cannot be met through this mechanism, then additional funding is sought from the LA in close collaboration with the pupil, their parents and relevant external agencies.

The SENCo based on a review of provision identifies training needs of staff. Training is provided from a variety of sources, e.g. the Speech & Language Therapy Service. Regular LA, Trust and Partnership SENCo meetings identify and provide high quality training. Within the Trust, the Multi Academy Trust SENCo provides training for a wide range of identified needs. As all teachers are teachers of children with SEN, all staff are regularly involved in training and development in this area. This also involves the skills and expertise of the school SENCo working with individual staff or with the whole staff, as appropriate.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All Trust SENCOs regularly attend LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The SENCo, as part of the senior management team, is able to represent the needs of children with SEND in all decision-making and strategic planning. Primary responsibilities include:

- Liaising with and advising colleagues
- Co-ordinating provision and managing support staff
- Maintaining the SEN Support Register and recording system
- Liaison with parents alongside the class teacher/teaching assistants, as appropriate
- Monitoring and evaluating the quality of teaching, learning and standards of achievement then setting targets for improvement
- Reviewing the progress of children identified as having SEN or disability
- Supporting the accurate identification and assessment of pupils' SEN in close collaboration with children and parents, including advising on effective resources to support these processes
- Building up a resource bank of practical strategies to support staff with their effective differentiation of approach and work for pupils. This includes advising on the effective use of human and other available resource, including ICT, to maximise pupil progress

- Working with pupils, parents, external agencies and support staff to ensure that any advice given to us by external professionals working with the pupil is put into practice, as appropriate, and reinforced through consistency of approach
- Collaborating with curriculum leaders to maintain and develop agreed, effective systems for the school's identification, assessment and provision in the area of SEND
- Involvement in strategic planning for SEN provision by identifying future needs and contributing to the school's plan for the further development of inclusive practices which benefit the progress of all children, including those with SEND
- Attending governing body meetings and supporting the drafting of the SEND section of Governors reports, including helping to keep the school's SEN Information Report, Contribution to the Local Offer and SEN Policy up to date
- Liaising with local schools to ensure the smooth transition of pupils with SEND.

Role of SEN Governor

It is the responsibility of the designated Governor, supported by Head Teacher, to:

- Support the SENCo in carrying out her remit to a high standard,
- Promote high expectations,
- Monitor and evaluate the quality of teaching, learning, attainment and progress,
- To ensure that SEN allocation in the budget enables, as far as possible, the SENCo to carry out the roles and objectives associated with the post and in doing so raise standards of provision
- Ensure commonality of practice in line with school policy

The Head Teacher and the designated Governor support the SENCo in monitoring the effectiveness of the procedures in place.

Role of Teaching Assistants

We have a team of Teaching Assistants (TAs). The team support the work of the class teacher, operating under their direct supervision and guidance. The quality of their relationship with the individual child is the bedrock of much of their work to support progress, including progress in personal/social/emotional development. The TAs are managed by the SENCo. Our TAs are trained to be sensitive to the need to nurture independent learning skills and allocation of their directed time and energies during lessons should reflect this.

Designated Teachers with specific Safeguarding responsibility

In our school, safeguarding is the specific responsibility of the Head Teacher, Mrs Paula Strachan, supported by Mrs Lindsay, Mrs Mullholland and Mrs Markham

Member of staff responsible for managing PPG/LAC funding

This area of funding is currently managed by Mrs Strachan and Mrs Lindsay.

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

The Head Teacher and the SENCo manage our school's responsibility in this area. They work as part of a closely-knit team (see Medical Needs section above) and follow a systematic, agreed approach throughout the academic year.

Storing and Managing Information

Documents are safely stored in locked areas and often within locked cabinets within those areas, depending on their level of sensitivity. This is in line with our school policy on Information Management (which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

Reviewing the Policy

We intend to keep this policy under review in line with Carmel Education Trust policy. During the reviews, views of all stakeholders will be sought where appropriate. This will make this a more relevant policy and will help to keep it fresh, a helpful steer to the work we do in this area and as accessible as possible to all, including those who have SEND.

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We produce accessibility plans for our school. (Appendix 10)

It is part of the ethos of Carmel Education Trust schools to routinely identify and remove barriers to learning through all that we do. Whenever significant decisions

are being made or policies developed, we are increasingly in the habit of giving thought to the equality implications, feeding these equality considerations back to our senior leadership team and governance. In this way we provide ongoing assurance that 'due regard' duty is being fulfilled.

We increase and promote access for disabled pupils to the school curriculum in a wide range of ways. The following gives a flavour of what we do, but is by no means exhaustive:

- Specially trained TAs, specialist outside agencies and educational psychologists, promote access to teaching and learning. In addition to this, all staff have access to relevant CPD. We consider it vitally important that all learners are able to participate in after-school clubs, leisure and cultural activities and school visits, including residential trips. We run and act on risk assessments to make all activities accessible, taking advice as appropriate from external professionals.
- We have improved access to the physical environment by adapting the main entrances into school to be wheelchair accessible and to meet safeguarding requirements. In addition, we have provided disabled toilet facilities in recent years. We anticipate the needs of students and other members of the school visitors as best we can, by referencing our transition material and by including consideration of access issues in regular meetings of the SLT and the SENCo.
- Access to education has been improved in a wide range of ways, which include:
 - *Mental First Aid Training*
 - *Speech and Language Therapist training*
 - *Occupational Therapist training*
 - *Flexible timetabling*
 - *PECS Communication System training*
 - *Visually Impaired outreach support*
 - *Hearing Impaired outreach support*
 - *Physiotherapist training*
 - *Educational Psychologist training*
 - *CAMHS training*
- Parents and carers can contact key staff by dialing the main office and asking to speak with the appropriate member of staff.

Dealing with Complaints

Please refer to our school Complaints policy for details of how to make a complaint. We do our best to work collaboratively with pupils and parents within an active listening culture. This keeps the need for complaint to a minimum, but we seek to learn from any justified negative feedback, using it to help us to refine and improve our practice.

BULLYING

In line with the Anti-Bullying Alliance's view, we define bullying as 'The repetitive hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

We recognise that the bullying of children or young people who have SEND can be subtly different, in that the victim may have particular difficulties in one or any combination of the following areas:

- perceiving
- feeling
- articulating
- disclosing

Bullying of children with SEND can be exploitative of those features of the child's condition or 'difference,' targeting low social resilience linked to that difference, or in some cases, exploiting what can be markedly lower levels of emotional immaturity. At St. Teresa's, we recognise the importance of being a 'telling school,' taking every report of bullying very seriously. We appreciate that best practice involves:

Communication about bullying being open, effective, structured and involving all parties as well as parents/carers. We recognise that by working to maintain open, authentic communication with learners who have SEND, we give our community the best possible chance of creating an empathetic culture of respect, in which bullying is not tolerated and where all learners can feel safe. Where children with SEND are questioned about bullying, we know the importance of using a range of techniques to ensure that the questions are properly understood and learner responses captured accurately.

Anticipation - for example discovering when, where and by whom bullying can take place via carefully structured interviews, with this information, we can take steps to prevent it. Prevention comes in a range of formats in St. Teresa's, such as via the development of active teacher and peer support, the building of social skills and resilience in Religious Education and sessions and a wealth of whole community drives to build ethos.

Response - we aim to make this both timely and clearly graduated.

Our Bullying Policy can be found on our website. This policy sets out the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners.

- We consider any form of bullying to be unacceptable and support the right of every member of the school community to feel safe from bullying or harassment.
- We will take action to prevent, de-escalate and/or stop any continuation of harmful behaviour.
- We will react to bullying incidents in a reasonable, proportionate and consistent way, in order to safeguard the pupil who has experienced bullying and to trigger sources of support for both the pupil and the perpetrators.
- We require parents not to encourage retaliation.
- We recognise that one size does not fit all and will take into account the circumstances and person(s) involved in determining next steps.
- We will counsel children who display bullying behaviour using a "shared concern" approach to rebuild relationships.
- We will apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.
- We will deal firmly with repeat offenders. Consequences may include parent interviews, referral to other agencies, and fixed or permanent exclusion.

In summary, we hope this policy shows we believe that every child, every person, brings a unique value to St. Teresa's School.

APPENDICES

1. [Special educational needs and disability code of practice: 0 - 25 years, para 6.28 - 6.35 \(DfE, January 2015\)](#)
2. Darlington Local Authority's Local Offer <https://livingwell.darlington.gov.uk/>
3. Our school SEN Information Report (and Contribution to the Local Offer)
4. Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act, 2014
5. Other key agencies who regularly work in partnership with us to support families and pupils:
Speech & Language Therapists, Attendance Officer, EP Services, Visually Impaired Outreach Services, EYFS Inclusion Team, Occupational Therapists, Physiotherapists, School nursing team, Hearing Impaired Outreach Services, Hospital Education Service
6. St. Teresa's Catholic Primary Admissions Policy
7. Supporting Children in School with Medical Conditions Policy
8. Supporting Children in School with Medical Conditions, DfE 2015 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
9. 'Intimate Care Policy,' 2015 Carmel Education Trust, access from sharepoint Carmel Education Trust policies and documentation area.
10. Accessibility Plan

If you wish to discuss the contents of this policy or have any other concerns regarding the SEND provision in St. Teresa's Catholic Primary, please contact:

**The coordinator of SEND provision (SENCo) - Mrs F Lindsay on
01325 380754**

Document Management:

Date Policy Approved: 10th October 2019

Next Review Date: September 2020

Approving Body: St. Teresa's Primary Governing Board