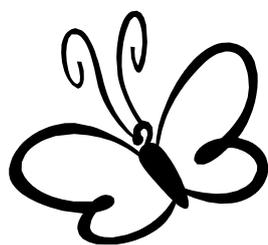


SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

(Little Learners and Kids' Club)

SEND Policy



Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

SS Peter and Paul Catholic Primary School
(Incorporating 'Little Learners' and 'Kids Club')

Many children experience temporary difficulties with an area of their learning at some time during their school life. For some children these needs may be of a more general and permanent nature. These special needs may be academic, physical or emotional. It is our job to ensure that we meet these needs by offering a curriculum and support that is appropriate for them. The school has a clear policy on Special Needs which is in line with the Code of Practice published by the Department for Education and the Staffordshire Criteria and Guidelines for Special Educational Needs.

SCHOOL AIMS

Ss. Peter and Paul Catholic Primary School incorporating 'Little Learners' and 'Kids Club' is an inclusive school and aims:

1. To provide every child, whatever their need, the opportunity to achieve their full potential within a broad and balanced curriculum.
2. To provide the framework for the identification of any children who may be experiencing, emotional, behavioral, social, physical disability and other learning needs.
3. To provide specialized programmes of learning and resources in order for the children to achieve success.
4. To monitor and record the progress of every child identified as having a special need.
5. To work in partnership with parents and outside agencies to meet the needs of all children.

The Role of the SENDCO

The Special Educational Needs coordinator (SENDCo) oversees the day-to-day operation of the school's SEND policy and Co-ordinates provision for children with special educational needs. Her role is also to

- Liaise with and advise fellow teachers
- Liaise with the Link Governor to draw up a report for Governors Meetings.
- Manage learning support assistants and volunteers
- Plan targeted interventions and write ISPs for children with special educational needs.
- Consider and record the views of the child.

- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Audit, purchase and update resources and be responsible for their organization.

As part of the school development process the SENDCO will identify priority targets annually for inclusion in the School Development Plan.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is causing concern. Also teachers may need to consult with the SENDCO if they have a concern about a particular child. The SENDCO will then decide on a course of action to meet the needs of the pupil. This may involve the following actions:

- Put into place observations of the pupil if the need is behavioural, emotional or social.
- Further assessments of the pupil to find out where the gaps are in their learning if the need is a specific learning difficulty.
- If the need is a physical one then assess the requirements for the pupil.

This may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress indicate the child is not fulfilling its potential.

When a class teacher/key worker or the SENDCO identifies a pupil with special educational needs, a meeting will be arranged with parents to discuss the child's needs. The provision and implementation of an individual support plan (ISP) will be drawn up through discussion between the pupil's teachers and the SENDCO. We adopt the assess, plan, review do format as recommended in the SEND Code of Practice. The child's parents will be invited into school and the difficulties that the child has will be discussed. The child's targets are discussed and agreed with the parents. The class teacher, teaching assistant, key worker or SENDCO will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

Monitoring Effectiveness of ISPs

ISPs are monitored regularly by the School SENCO through discussion with the key worker/class teacher. The effectiveness of the ISPs will also be assessed through the child's performance in standardized tests and teacher assessments.

Individual pupil targets are reviewed every term. Parents are invited into school to review their child's targets and to discuss their child's progress. The child is given an opportunity to express their views on their progress.

Further support for outside agencies is sought if the child:

- Continues to make little or no progress in specific areas over a long period despite the schools continuing interventions with effective ISPs.
- Continues working at National Curriculum levels substantially below that of children of a similar age.
- Continues to have difficulty in developing English and Mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualized behaviour management programme.
- 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.

School request for Statutory Assessment

Where despite continuing 1:1 intervention the gap between the pupil's performance and that of his/her peers continues to widen, a request for a statutory assessment can be made by the school to an LA.

The LA will need information about the child's progress over time, and will also need documentation with regard to any action taken to deal with the needs of the child, including any resources and special arrangements put in place. The school will provide evidence to support their application. This will include:

- ISPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant

- National Curriculum level attainments in English and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and the child
- Intervention by other professionals such as health, social services or education welfare service.

Children with an EHC plan will have an annual review and feedback from parents.

Disability and Equality

SS Peter and Paul Catholic Primary School aims to identify and remove the barriers that particular groups of children, young people and adults may face in becoming included, valued, self confident and achieving learners within and beyond their local community.

Provision for special needs pupils leaving the school

Children's records will be available for transfer to the secondary school. A meeting is arranged with the Secondary School SENDCO informing them of the provision made for the pupil at our school.

Mrs. E Woolfenden
Deputy Headteacher

Date: February 2020
Review Date February 2022