

Our Lady of the Wayside Special Educational Needs and Disability (SEND) Policy 2023-2024

Introduction

At Our Lady of the Wayside School, in line with our Catholic ethos, we believe that everyone is created in the image of God and should be valued and respected. As a fully inclusive school, we welcome all pupils with their individual strengths and needs and strive to help them to make maximum progress in their spiritual, moral, emotional and academic development. We believe that all children are entitled to a rich and diverse curriculum that is delivered through high quality teaching and differentiated to meet the needs of all children.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are as follows:

- (1) To provide a firm foundation in the Catholic faith for our children and develop their love of God; to value the achievement and promote the dignity and worth of each individual.
- (2) To provide the children with a curriculum that prepares them for the opportunities, responsibilities and challenges in their later lives.
- (3) To provide a rich variety of experiences and activities that provide the spiritual, mental, physical, creative and emotional stimuli for the children to fully develop as rounded individuals.
- (4) To nurture a love of learning and understanding of how to learn and to promote each child's independence.
- (5) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- (6) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (7) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (8) To work in partnership with the Local Authority and outside agencies included health professionals.
- (9) To work in partnership with parents/carers and children in order to help them to be the best they can be.

SENDCo-

The SENDCo at our Lady of the Wayside Catholic Primary School is Mrs Gray. The SEND support assistant and ASD Lead is Mrs Sparkes, whom can be contacted through the main school office on office@ol-wayside.solihull.sch.uk or 0121 744 6852. Mrs Gray and Mrs Sparkes both hold the National SENCo award.

Definition of special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Identification of Need

We know that there is a concern around the learning or development of an individual child when:

Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.

A child asks for help.

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

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

Pupil Progress Meetings indicate concern about progress or general well-being.

Language and dyslexia screeners indicate possible difficulties.

If parents have concerns relating to their child's learning they are invited to discuss these initially with their child's teacher. This then may result in a referral to the school SENCo, Mrs C Ashcroft. Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Inclusive Provision

All the teachers in the school are teachers of children with special educational needs. As such, Our Lady of the Wayside School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs/EHC Plans and those others with less complex needs.

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of children at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or,
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment.

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Supporting a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:-

- (1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. Barriers to learning will be identified and appropriate provision put in place to increase the rate of progress.

Where it is decided, that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require additional SEN support and their partnership sought in order to improve attainment.

Action relating to SEN support will follow an Assess, Plan, Do and Review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a Support Plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

In addition if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help.

If progress rates are still judged to be inadequate despite the delivery of high quality teaching and additional interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of the child. This will require parental consent and may include a referral to:

- Special Inclusion Support Service (Under-6 Team, CLD Team, ASD Team, Hearing Impairment team, Visual Impairment team, Physical Impairment Team...)
- Specialist Assessment Service
- Educational Psychologist Service
- SOLAR
- Children's Services

Referrals to external agencies will be prioritised according to the urgency of need and is dependent on the difficulties that the child is exhibiting at that moment in time. This is to ensure that the child is given the best opportunity to succeed and that the needs are best met.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of children with SEND and in further supporting their families.

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. (Thresholds Levels for an EHC Assessment can be found on the Solihull Local Offer: <http://socialsolihull.org.uk/localoffer/education-health-and-care-assessments-process-and-plans/the-threshold-levels-for-ehc-assessment/>)

Risk assessments are carried out and procedures are put in place to enable children to participate in school activities through reasonable adjustments. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from school provided activities.

Parental Involvement

Working collaboratively with parents is at the heart of supporting children. Parents are invited to 5 parental consultations a year to discuss their child's learning and progress. Pupils with more complex needs have review meetings in addition to this to review support plans. The next steps in learning are discussed and advice about strategies to support a child's learning at home is given.

When necessary, further review meetings will be arranged to review the effectiveness of support and the impact on a child's progress. Parents will be involved in planning future provision and staff are available at parental request to discuss their child's learning and progress.

A transition review meeting takes place in the Summer Term with parents, a child's current class teacher, a child's new class teacher and the SENCO.

Parents can make an appointment to see a teacher or the SENCO at any time should they have any concerns or have information they would like to share that could impact on their child's success.

Our Community and Family Support Worker provides strategies and support for families in the school/home environment.

A number of parent workshops are organised throughout the year which provide useful opportunities for parents to learn more about how to support their child's learning.

The school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, newsletter includes information that identifies local learning opportunities.

Supporting the well-being of children with SEND

The school offers a wide variety of pastoral support for children. These include:

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.

Lunchtime Nurture Groups are available for pupils across the school. There is an emphasis on working together and children are often invited in order to develop their social skills.

Access to a 'Sensory Room' which provides a calm, relaxing and safe space for children with emotional and sensory needs.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.

Pupils' views and parents' views are sought through the school council and other forums.

We employ a Community and Family Support Worker who supports parents to develop and maintain a positive relationship with the school and offers a range of services to children and families requiring support and information.

We have a pastoral team who provide emotional support and advice to both children and parents. TAC meetings (Team around the Child) are held every term to review pastoral support for individual children.

Key staff are trained in first aid.

The school was awarded Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

Training for staff supporting children and young people with SEND

Our School Improvement Plan includes our objectives, success criteria and action plan in the area of SEND (Special Educational Needs and Disabilities).

We have clear maps which detail Wave 1 (inclusive first quality teaching for all), Wave 2 (additional interventions to enable children to work at or closer to age related expectations or above) and Wave 3 (additional highly personalised interventions) provision.

Staff meet with the SENCO to carefully match provision for children with additional needs and SEND.

Outside agencies and the SENCO runs staff training to enhance skills and knowledge in the delivery of Wave 2 and Wave 3 interventions.

Awareness training has been provided to all staff on how to support pupils on the autistic spectrum.

Enhanced training has been provided to some staff on how to support pupils with speech, language and communication difficulties and children with emotional difficulties.

The school has regular visits from SEN specialist teachers and the SEMH Team who provide advice to staff to support the success and progress of individual pupils.

Accessibility of the school environment

Our Accessibility plan states that a child with SEND can participate fully in the classroom, in the school curriculum and at all times in all parts of the building. (A lift is installed in school to allow easy access to the first floor)

We ensure that disabled pupils are supported to achieve through the provision of appropriate support.

We ensure all extra-curricular activities are accessible to children with SEND.

When necessary, we adapt trips/activities through the completion of a detailed risk assessment.

The following adaptations have been made to the school environment:-

Disabled parking spots marked and located next to the school reception

Ramps have been constructed into school to ensure the site is accessible to all

A toilet is available in the Reception area to ensure accessibility for visitors with a disability

A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

Supporting transition

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

A planned introduction programme is delivered in the Summer/Autumn Term to support transfer for pupils starting school in September.

Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

Nursery and Reception class teachers and teaching assistants carry out home visits at the beginning of the Autumn Term before children begin school.

The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

Primary:

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.

The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of children who leave the school mid-phase will be transferred when the parents notify the school that their child has been enrolled at another school.

Allocation of funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

Complaints Procedure

Parents who are unhappy about any issues regarding the school's response to meeting the needs of their child are asked to follow the schools complaint procedures. A copy of Our Lady of the Wayside's Complaints Policy is available from the school office or from the website.