



Listen, Love, Learn

At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49



SEND Policy

For all schools in the Bosco Catholic Education Trust

"It is not enough to love the young; they must know that they are loved."

Don Bosco

PRINCIPLES

Our aim is to provide access to the curriculum for all children who, at any time, might be in need of special education provision, with regard to their academic or physical abilities.

We define a child has a special educational need if they have significantly greater difficulty in learning than the majority of others of the same age or disability or health condition that prevents or hinders them from making use of education facilities provided to others of the same age in mainstream schools.

This offer recognises the entitlement of all pupils to balanced, broadly based curriculum. Every teacher is a teacher of SEND at Our Lady Queen of Heaven.

Our SEND offer reinforces the need for teaching that is fully inclusive. We make every effort to achieve inclusion for all whilst meeting pupils' individual needs.

The graduated approach is at the centre of our teaching and learning, including those with SEND, enabling them to engage with all aspects of the curriculum.



The essential role of co-production is integral to our provision with the views of children and parents sought to ensure a continuing home/school partnership.

Approved:	For review:
September 2024	September 2025

Introduction

Our Lady's as part of the Bosco Catholic Education Trust, are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. Not all students with disabilities have Special Educational Needs, and not all students with SEND meet the definition of Disability but this policy covers all of these students (as a group SEND).

'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Students with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'. SEN Code of Practice (2014)

Every Child Matters Agenda

'We want every child to fulfil their potential, regardless of their background or circumstances' and to achieve this we will:

Help students achieve the highest educational standard they possibly can;

Deal with bullying and discrimination and keep students safe;

Ensure attendance, encourage students to behave responsibly and give them a strong voice in the life of the school;

Engage and help parents in actively supporting their children's learning and development.

Objectives

Our objectives are:

- To identify students with Special Educational Needs and Disabilities and ensure that their needs are met;
- To ensure that students with Special Educational Needs and Disabilities are included in all the activities within our schools;
- To ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and the school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate towards all students with SEND;
- To ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision;
- To ensure SEND is an integral part of the School's Improvement Plan;
- To ensure the quality of SEND provision is continually monitored;
- To ensure that all SEND students have access to a full, broad, balanced and relevant curriculum;

- To ensure that social needs of SEND students are met;
- To ensure that the needs of those students with SEND are met by successful partnerships with other relevant professionals.

People involved:

- SENCO (Megan Kerrigan)
- SEND Governor (Tonya Tynan)
- Leadership Team
- Learning Support Team
- All staff

Mrs Burrows and Miss Kerrigan work closely with the Link Governor for SEND. The Local Governing Committee as a whole are responsible for making provision for students with SEND. The individual school website will have information regarding names and roles of their SENCO and the Link Governor for SEND. Our Schools each hold a document naming students that meet SEND criteria. Our SEND document is available to all staff electronically, to enable them to appreciate and meet the needs of our students.

Scope of provision

Framework:

This policy will have due regard to legislation, including but not limited to:

- Children and Families Act 2014 and related regulations;
- Health and Social Care Act (2012);
- Equality Act (2010);
- Mental Capacity Act (2005);
- Children's Act (2004.)

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- SEND Code of Practice 0-25 (2014);
- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education;
- Working together to Safeguard Children.

Definition:

The law states that a child has a special educational need if he/she has:

A significantly greater difficulty in learning than the majority of others of the same age Disability/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need:

There are four areas of Special Educational Need and Disability that our Schools make provision to support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The law says that ‘children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.’ SEN guide for parents, DfES 2014

Identification and Assessment

Our Schools are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice 2014. Evidence is gathered from child, parent, teacher and teaching assistant. This takes many forms including our assessment and monitoring data, social, emotional and wellbeing information and parent/student wishes.

Once a special educational need is identified, four types of action are taken to put effective support in place:

1. Assess
2. Plan
3. Do
4. Review



Assess: If a teacher and/or parent are concerned about the progress of a child, despite effective Quality First Provision and appropriate support and intervention, this should be raised with the SENCO and recorded on the Record of Concern form. Concerns may be raised at any time during the school year. This initiates a period of assessment, over and above the school’s normal procedures, and may include additional classroom observation, conferencing with a child, meeting with parents/carers and a range of identification assessments carried out by staff as directed by the SENCO.

Plan: Based on these assessments, recommendations regarding planning and provision are made by the SENCO and further targeted interventions may be planned. All teachers and support staff who work with the pupil are made aware of their needs, the support provided and any teaching strategies or approaches that are required and the intended outcomes of additional support. If a high level of support and/or intervention is needed, an Individual Learning Plan is written for the child to document this and set appropriate learning outcomes. This includes a Pupil Profile. ILSPs should be co-produced with children and shared with all members of staff who are working with the child. ILSPs are shared with parents/carers through parent consultations and families are encouraged to support the children’s progress towards targets at home.

Do: The class teacher is responsible for facilitating the child’s progress on a daily basis, through whole class Quality First Teaching and planned interventions. Quality First Teaching is the main tool for meeting the learning needs of all children. When it is considered by the class teacher and/or SENCO that a short, targeted intervention may help support the progress of a child, this is planned by the class teacher and usually delivered by the class teaching assistant in the afternoon. The main model for delivering interventions is a time limited (eg 2 weeks) daily intervention, working towards a specific target in a group of between 1 and 3 children. If progress towards the target is limited within this 2 week period, then the target should be adjusted and different teaching and learning methods planned. This process should be based on continuing discussion with the child. Children with identified additional needs may also participate in ongoing interventions to support their learning in specific areas, such as speech and language, memory, fine and gross motor skills, social communication or emotional regulation. These interventions are usually delivered by a Teaching Assistant, under the direction of the SENCO, based on clear learning outcomes and continue for a longer period of time than other targeted interventions

Review: The progress of all children is monitored closely in school in the following ways:

- tracking against the year group expectations and /or other agreed assessment criteria, discussed half termly in progress meetings
- standardised screening and assessment tools (termly)

Children with identified SEND and currently on the SEN register are also monitored through:

- Individual Learning Plan targets reviewed termly. The targets on each child's ILP should be reviewed by the class teacher in conjunction with the child.
- Intervention records, reviewed through progress meetings
- an existing Education and Health Care Plan (EHCP) through the Annual Review process
- assessments and reviews by a specialist service such as educational psychology or the Speech and Language Service The review process may indicate that a child's support and intervention may need to be revised.

Further advice on supporting a child may be sought from external agencies (see below). External support can only be requested after the process of Assess Plan Do Review has been undertaken and with the consent of parents. If it is likely that continuing intervention and additional support in the classroom will be needed and/or a specific SEND is identified, the child will be added to the school support register; this decision is always made in conjunction with parents and carers.

Students are placed on the Schools' register of SEND (at SEND School Support) if the learner is not making expected progress, when concern is raised by analysis of assessment data, or a parent/teacher raises concerns. Screening will be undertaken to substantiate concerns.

On entry to the School, baseline assessments are undertaken for all students.

1. Based on our observation and data collected, students may be placed on a SEND School Support Register.
2. Those already identified as having SEND will be reviewed regularly (at least termly).
3. Those with an Education and Healthcare Plan (EHCP) will be reviewed annually via formal review.

Having an identification of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan or Exam Access Arrangements.

EHCP

In a very small number of cases, the school will need additional resources to meet the needs of a child. If a child continues to experience significant difficulties with learning and has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child. A child who has an Education, Health and Care plan will continue to have arrangements as for SEN Support and receive additional support provided using funds available through the EHCP. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the support and provision and to recommend to the local authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

Partnership with our Parents

We strive to work in partnership with all parents and carers and especially with those whose children have Special Educational Needs and Disabilities. Their knowledge, views and experience are taken into account when considering the provision for their children. Parents and carers have an important role in supporting their child at home. Regular contact is maintained.

Provision

The SENCO ensures that, when necessary, bespoke interventions are delivered to SEND students. The SENCO and assistant SENCO work together with a team of knowledgeable and skilful Learning Support Assistants.

All staff have a responsibility for SEND. Staff are responsible for tracking progress - in whatever form that may take, be it academically or socially - and for sharing information with the SENCO. All staff have access to discuss concerns or progression with the SENCO. The SENCO provides time for 'Solution Circles', termly inclusion meetings and SEN express check-ins to support staff with SEND students. Professional development and training will be provided to all staff.

Teachers ensure that learning, whilst interesting and challenging, is adapted and teaching styles are varied to meet the needs of all learners.

The professional working relationships between Learning Support Assistants and teachers ensures the effective support of individual students with classes and, on occasions, in small groups. Learning Support Assistants provide specialist support as and when required.

Learning Support Assistants have monthly meetings to discuss current SEND topics.

The SENCO attends regular meetings with key staff related to health, wellbeing and attendance to discuss current and future requirements of key cohorts of students.

In line with the 2014 Code of Practice, the school supports students through Education and Health Care Plans (EHCPs,) and 'Additional Support'. EHCPs, Additional Support and the 'students to be aware of' list constitute Special Educational Needs Support (SEN). Having an identification of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan.

Through quality first teaching and learning, we provide inclusive classrooms and a learning journey which ensures all children have their own starting points and make excellent progress. This includes presenting learning in a variety of ways suitable for a child's needs for example, visually and verbally, providing appropriate resources to support processing and understanding of new concepts. Staff use the Ordinarily Available Inclusive Practise guidance from WSCC to support the provision and adaption in addition to OLQOH Waves of provision document.

Our Schools will provide provision within the 'Graduated Approach' as follows:

Wave 1: Quality First Teaching and learning that meets the needs of all students.

Wave 2: Where necessary, small-group intervention (e.g. Additional Literacy/Maths Support, speech and language or social emotional and mental health programmes) provides support for students to narrow the gaps between these students and their peers. This form of intervention is often short term.

Wave 3: Specific targeted intervention for individual children identified as requiring SEND support. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two.

Students receiving Wave Three support will always be placed on the SEND School Support Register. Some children may have an Education and Health Care Plans (EHCP). Those who receive the support from an external agency, where another professional is involved in assessment, planning and review, will also be placed on the SEND School Support Register. This is to be reviewed yearly.

Transition: Secondary/Nursery Liaison

Our schools should receive feeder schools SEND records within 15 days. The SENCO will liaise with relevant personnel from feeder schools in preparation for transition of students into their new schools. Our Schools have good links with Secondary and Nursery feeder school partners. The SENCO will attend the annual review of students who are intending to transfer to the School. In July the SENCO will hold transition meetings/programme with schools and parents of students that may find moving to secondary/primary school difficult and those that are currently on the SEND register.

Diversity and Representation

Our school curriculum aims to represent all members of the school and wider community. We understand the importance of children 'seeing themselves' across the whole curriculum including through resources and in the school environment.

The school is aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Well Being, Relationships and Self-Regulation Policy.

Access to the environment

Our Lady Queen of Heaven is a single site school on one floor.

There is an accessible toilet for use by disabled members of the school community and visitors.

We ensure that there are good lighting and safety arrangements (for example markings on steps). Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part carpeting, blinds, quiet areas).

Quiet, low arousal areas are available to children with sensory processing needs in classrooms and there are identified quiet zone areas on the main playground.

Details of our environment are available on our accessibility plan.

Dealing with complaints

If a parent wishes to complain about provision or policy, they should, in the first instance, raise it with the SENCO, who will endeavour to resolve the situation.

If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaint procedure.

All policies are available on the School website.

Parents/Carers and young people can find further information about Special Needs and Disabilities from the SEND Information Report on the school website.