**Introduction**

Legislation from the Children’s and Family’s Act 2014 and the subsequent Code of Practice places duties on schools with regard to children with Special Educational Needs and or disabilities. Our policy has been written in line with this and the procedures and the support that we provide at Sacred Heart.

More details about the SEN Code of Practice can be found on the Department for Education’s website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

**Definitions**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

**a)** have a significantly greater difficulty in learning than the majority of others of the same age; or

**b)** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The 3 key principles for inclusion at all levels of curriculum planning, as outlined in the **Code of Practice 2015**:

* Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through appropriately differentiated work and clear learning objectives linked to individual personalised targets.
* School ensure that action is taken to respond to pupils diverse learning needs through provision of appropriate resources, support and removal of barriers to learning.
* Schools help to overcome potential barriers to learning and assessment for individual and groups of
* children by establishing an environment where they can achieve their personal best. Use is made of teachers, other professionals, facilities and resources from within our school and outside wherever possible.

**Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

* Build upon the strengths and achievements of the child
* Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
* Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or other factors that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
* Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil’s progress and provisions made for them.
* Assess children regularly so that those with SEN are identified as early as possible.
* Enable pupils with special educational needs to make the greatest progress possible.
* Work towards developing expertise in using inclusive teaching and learning strategies.

**Objectives:**

The objectives of our SEND policy are:

* To support early identification of pupils with Special Educational Needs and disabilities to ensure that their needs are met.
* Assessment data and twice-yearly pupil progress meetings are used to inform decision making.
* To ensure that there is a consistent approach across school when identifying and supporting those with SEND.
* To identify the roles and responsibilities of staff in providing for SEND needs through the school’s provision mapping.
* Effective use is made of teachers, other professionals, facilities and resources from both within and outside Sacred Heart and promote effective partnership and involve outside agencies when appropriate.
* To ensure SEND pupils express their views about decisions which affect their education and where appropriate, are actively involved and informed of their targets.
* Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular communication.
* Pupils with SEND are given access to a broad and balanced curriculum through personalised learning and removing potential barriers to learning.
* To ensure that children with Special Educational Needs and disabilities join in with all the activities of the school.
* To children grow in their confidence, independence and self-reliance to become effective and capable learners.

**Roles and Responsibilities**

**Responsibilities of the class teacher**

* To provide Quality First teaching for every child in the class including those with additional needs.
* To have SEND-friendly strategies embedded within their classroom practice for the benefit of all pupils.
* To review and monitor children’s progress and put in place interventions where necessary
* To raise concerns and help with the early identification of pupils who make little or no progress in spite of adapted learning.
* To follow the graduated approach when supporting children with SEND
* Planning for all children’s participation in learning, physical and practical activities.
* Helping children manage their behaviour and to take part in learning effectively and safely.
* Helping children to develop self-esteem and confidence in their learning.
* Provide the opportunities and resources necessary for the child to work at their targets.
* To plan support in the classroom which is, additional to and different from, those pupils without SEND to ensure children with SEND can access the curriculum and make good progress from their starting point.
* To liaise with parents and involve them so that they can best support their child.
* Work with the SENDCO in collecting and recording information about the pupil in determining the action to be taken.
* Work with the SENDCO in planning and delivering appropriate targets.

**Responsibilities of the SENDCO**

* To provide advice to class teachers regarding children who are causing concern in any area of their development.
* Supporting and advising class teachers to ensure that provision is matched to the needs of the children and monitoring provision mapping.
* To monitor SEND provision within school through data analysis, SEND reviews and class observations.
* To work in consultation with SLT and use recommendations from outside agencies to produce a Provision Map.
* To ensure the strategic deployment of resources based on the needs identified in the Provision Map.
* Support teachers to ensure the most effective deployment of TAs supporting pupils with SEND.
* To update the SEND information report and policy annually.
* To seek additional advice, when needed, from specialists and external agencies and provide all necessary information and reports when requested.
* To liaise with parents and offer advice and support.
* To complete all relevant SEN paperwork and Statutory Information to Manchester L.E.A.
* To regularly brief the Head Teacher on SEND issues and report annually to governors.
* To update all appropriate staff on new SEND developments both nationally and within the local authority.
* To ensure provision of appropriate training for all staff.
* Ensuring teachers establish personalised targets in line with SEND Support or EHCPs (Education, Health & Care Plans).
* Keeping up to date with new developments by attending courses provided by the LA and other organisations.

**Responsibilities of the Headteacher**

The Headteacher is the school’s ‘responsible person’ and manages the school’s special educational needs work.

* The Headteacher will work closely with the SENDCO, the Special Needs Governor, teachers and TAs to ensure the effective day-to-day operation of the school’s special educational needs policy.
* Supporting teachers and T.A’s supporting pupils with SEND
* Liaising with SENDCO to ensure all pupils with SEND are given appropriate support.
* The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school’s improvement plan.
* Overseeing and monitoring day to day usage of the SEND budget.

**Responsibilities of the Governing Body**

The SEN Governor, Maire Casey, will support the Governors to fulfil their statutory obligations by ensuring:

* The Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues.
* To develop and monitor the school’s SEND policy alongside the SENDCO and ensure it is reviewed annually.
* Regularly liaising with the SENDCO

**SEN Provision at Sacred Heart**

Provision for pupils with special educational needs is a matter for the school as a whole. A graduated approach is used throughout the school to ensure support is provided according to the level of need. \* See Graduated Response for supporting pupils with SEND.

Together with SLT, the class teachers will identify any children who:

* make significantly lower progress than their peers starting from the same baseline.
* fail to match previous progress.
* fail to close the attainment gap.

A graduated approach will then be used to support these pupils.

**A Graduated Approach**

**Step 1 -** starts with high quality teaching delivered universally to all pupils. This will be monitored through the whole-school assessment procedures. If a pupil is identified as failing to make progress and/or having any difficulties, teachers should move to Step 2.

**Step 2 –** this step involves more targeted delivery of Quality First Teaching strategies. These will need to be monitored and reviewed more closely to ascertain whether this more targeted support makes a difference. If these targeted strategies do not make a difference and the difficulties persist, teachers should move to Step 3.

**Step 3 –** in addition to continuing with the targeted quality first teaching strategies, a focus group or informal intervention should now be put in place to support the area of need. This support should be reviewed each term. If after a term or two of this support, the pupil is still experiencing these difficulties, a decision should be made with the SENDCo to look at putting the pupil on the SEND Register (Step 4)

**Step 4 –** putting the pupil on SEND Support (Learning Plan). Screenings – Sandwell (maths), Nessy (English) and WellComm (SLCN) take place. A meeting should be arranged with parents to explain this decision and what it means. A parental signature should be obtained alongside a discussion of the child’s Learning Plan targets. At this point, Learning Plan and provision map should be drawn up for the pupil. A pupil on SEND Support should now be reviewed through the assess, plan, do, review cycle. Pupils who continue to make less than expected progress (usually after two cycles of support) should move to (Step 5)

**Step 5 –** Specialist advice and support should be sought for pupils at Step 5 (specialist teachers, Educational Psychologists, Outreach services, speech and language etc) At this stage, the SENDCo will usually arrange Team around the Child meetings (TAC) to formally evidence the needs of the child, provision and progress made. If difficulties persist following two cycles of support, a referral may be made to request an Education, Health Care Assessment (Step 6)

**Step 6 –** request an EHC Assessment. At this stage the Local Authority may or may not agree to undertake a Statutory Assessment. If a Stauttory Assessment is undertaked, an Education Health Care Plan (EHCP) may or may not be issued. If an EHCP is issued, move to (Step 7)

**Step 7 –** the pupil has an EHCP. This EHCP is a statutory document detailing exactly what provision the school must deliver. Evidence must be available to show that this provision is in place. This provision must be reviewed annually and evidence must be supplied to demonstrate the impact of this provision.

Where pupils continue to make progress and narrow the gap, this should be discussed during the SEND Consultations and a decision should then be made to look at moving the pupil back down the steps and ultimately taking them off SEND Support

**SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and barriers to learning are identified and removed

* Pupils will then receive SEND support and a plan will be put in place. This plan will be reviewed by the class teacher three times a year.
* When necessary support may need to be provided by outside agencies such as: Educational Psychologist, Specialist Teacher, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Teacher for Hearing/Visually Impaired, Outreach and School Nurse.

The support provided consists of a four – part process:

* **Assess**
* **Plan**
* **Do**
* **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessments and observations gained whilst working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views, where relevant and advice from external support services will also be considered. Any parental concerns will be added to the school’s information and assessment data to ensure a full picture of how the pupil is progressing.

This process will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

**Review**

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

**Request for an Education, Health and Care Assessment**

If a child fails to make progress after two cycles of the Assess, Plan, Do, Review a request may be made to the Local Authority for a Statutory Assessment (EHC assessment). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will usually be taken by the school at a progress review involving the parents. It can also be requested by a parent.

The request for an Education, Health and Care Assessment will combine information from a variety of sources including:

* + Parents
  + Teachers
  + SENDCO
  + Social Care
  + Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Further information about EHC Plans can be found via the SEND Local Offer:**

[**http://www.manchester.gov.uk/info/500132/special\_educational\_needs/6181/manchesters\_local\_offer\_for\_children\_and\_young\_people\_with\_sen\_and\_disabilities**](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)

**Education, Health and Care Assessment Reviews**

All Statements/ EHC Plans must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents, professionals and others close to the child who pupils and parents would like to attend.

**Admissions**

Pupils with special educational needs will be admitted to Sacred Heart in line with the school’s admissions policy.

The school is aware of the statutory requirements of the Children and Families Act 2014 and will

meet the Act’s requirements.

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Sacred Heart will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

The Admissions policy is available on the school website.

If a child has an EHCP, they will apply for a place via the Local Authority.

If you are thinking of applying for a place at Sacred Heart Catholic Primary School and your child has SEND please phone the main office number 0161 998 3419 and make an appointment to discuss your child’s individual needs with Ms O’Dea SENDCO. You will also have the opportunity to ask any questions and discuss the support that your child may be offered.

**Transition within school for SEN Pupils**

In order to provide consistency within school and ensure a child’s needs are catered for when changing class teachers may:

* Have extra transition meetings with class teachers and TAs
* Hold transition meetings for parents with the new class teacher and SENDCO
* Arrange extra visits to the new classroom and additional sessions with new Teaching Assistants

**Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a twice annual basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on a provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

**Staff Training**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. SEND training courses are also run in-house across the school, e.g. DLD. The SENDCO attends relevant SEN courses, family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

**Parental Involvement and Pupil Voice**

We encourage open dialogue between parents and teachers so that any concerns can be addressed as and when they occur. Parents are invited to reviews for all pupils on SEND support to enable a working partnership between all those involved at school and the parents. The SENDCO is always willing to explain any Special Needs procedures or offer advice if there are concerns regarding any aspect of Special Needs.

At different stages of Special Needs process the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage parents to make an active contribution to their child’s education.

Pupils will be progressively more involved in their target setting through discussion with their class teacher where appropriate. They will be given access to a member of staff to discuss any difficulties or concerns. They will be given opportunities to share their views as part of monitoring and evaluation.

**Links with Other Schools**

The school works in partnership with the other schools in the local area. This essential development work allows us to share good practice, advice and training in addition to jointly developing resources that can be used across the schools.

**School Transfer**

Detailed background information collated by the SENDCO, including copies of SEND support plans and interventions implemented, will be sent to secondary schools or a new primary school for all pupils identified as having Special Educational Needs.

We will liaise closely with St Paul’s High RC School and our other local High Schools to ensure smooth transition by:

* meeting with theSENDCO during the summer term
* meetings with the Head of Years and Year 6 teachers to share information regarding pupils’ needs
* arranging additional pupil visits to the High Schools.

**Arrangements for complaints**

The complaint procedure for special educational needs mirrors the school’s other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

* Discuss the problem with the SENDCO
* Discuss the problem with the Headteacher
* More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors
* A copy of Sacred Heart’s complaints procedure can be found on our website.

Mrs J Bramhall

**Headteacher**

Ms L O’Dea

**SENDCo**

Mrs M Casey

**SEND Governor**

**Date** October 2024

**This policy will be reviewed and updated at least annually.**

**ASSOCIATED DOCUMENTS AND SOURCES**

Appendix 1

**The 4 areas of SEND:**

**• Communication and Interaction**

Children with speech language and communication needs and children with ASC.

**• Cognition and Learning**

Specific learning difficulties including, dyslexia, dyspraxia and dyscalculia, severe and moderate learning

difficulties and global learning delay.

**• Social, Emotional and Mental Health (SEMH)**

ADHD, attachment disorder, emotional difficulties, mental health difficulties.

**• Sensory and or Physical**

Hearing impairment, visual impairment, motor difficulties, physical impairment, sensory processing.