

The Federation of Our Lady Queen of Martyrs, Esh Winning, & St Joseph's, Ushaw Moor, Catholic Schools



*“Living, loving and learning together,
with our eyes focused on Jesus.”*

SEND Policy February 2023

*Rooted in a firm understanding in the love of God, our aim is that each child who leaves
our schools will be a caring, confident and accomplished member of the community;
with a desire to continue to flourish.*

‘The convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.’

Article 2 of the United Nations Convention on the Rights of the Child

‘The best interests of the child must be a top priority in all things that affect them.’

Article 3 of the United Nations Convention on the Rights of the Child

Statement of Intent

At Our Lady Queen of Martyrs and St Joseph's Catholic Primary Schools our mission statement is 'living loving and learning together with our eyes focused on Jesus'. It is the heart of our commitment to the equal inclusion of all pupils, in all areas of school life. We believe that each child is a unique gift from God. We strive to ensure that every pupil grows academically, spiritually and develops the values needed to be an asset to their community.

We place considerable importance on the provision of quality teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate prejudice and discrimination, ensuring all children are equally valued and feel safe.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Ensure all children with identified SEN have full access to a broad and balanced curriculum.
- Ensure children with SEN are included in all aspects of school life, such as trips and clubs.
- Ensure all learning activities are planned in such a way as to enable all children to make progress and experience success.
- Enable accurate assessment to identify strengths and difficulties for children with SEND, which are used to highlight individual strategies and interventions to support them in their learning
- Work closely with a range of external agencies to ensure that pupils and their families have access to all necessary and relevant support. The school will work with the LA, within the following principles, which underpin this policy:
 - The involvement of pupils and their parents in decision-making
 - The identification of pupils' needs
 - Collaboration between education, health and social care services to provide support
 - High-quality provision to meet the needs of pupils with SEND
 - Greater choice and control for pupils and their parents over their support
 - Successful preparation and transition to secondary school.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996

- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Assessment
- Respectful Relationships
- Child Protection
- Medicines Policy
- Anti-Bullying
- Equal Opportunities

Definitions

The Code of Practice (2105) states that a child or young person has a Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (Code of Practice 2015).

* Parents and Class Teachers will be the first ones to recognise that a pupil may have a Special Educational Need. They should talk to each other about any concerns and relate these to the school's SENCO.

Disabilities

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Code of Practice 2015) A child's disability alone will not necessarily mean they have a Special Educational Need.

Categories of SEND

As defined in the Code of Practice, the broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCo will work with pupils, parents, and speech and language therapists where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD).

The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression. The school will ensure that provisions are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND.

We will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

We will work alongside professionals from outside agencies, such as Behaviour Support Team or Educational Psychologists to ensure pupils are supported effectively.

Sensory or physical needs

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.

The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Identification and Support – A graduated response

Our Lady Queen of Martyrs and St Joseph's have clear approaches to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils. We value high quality learning for all our children. We monitor progress for all learners and staff continually assess to ensure learning is taking place and progress is made. There are formal periods of assessment which monitors pupils progress and at the same time informing and directing future teaching and learning.

Early Identification of Need

In deciding whether a child needs educational, social, physical or emotional support, we

- Work in partnership with parents/carers, pupils and other agencies
- Have professional discussions internally and externally
- Use assessment tools & materials such as out tracking system to analyse data and to identify gaps in children's learning
- Use observations
- Listen to concerns raised by parents/carers
- Listen to concerns raised by teachers
- Liaise with external agencies (eg health professionals)

Waves of Intervention

We are aware that different children require different levels of support to minimise the difference and to achieve age related expectations. To best fit the needs of the children on the SEN Register and provide a clear, stepped approach to our provision, we operate 4 Waves of support.

Wave 1 - Quality First Teaching (QFT)

We believe that the key to success with all learners is quality first teaching (QFT). It can be characterised by:

- the teacher having the highest expectations of all pupils in terms of involvement and engagement with their learning
- Focused lessons with clear outcomes
- Appropriate use of teacher questioning, modelling and explaining
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of praise and encouragement to motivate.

Most children and young people in mainstream schools will have their needs met through good classroom practice. This is called Quality First Teaching.

Quality first teaching means all staff are responsible for ensuring Wave 1 provision is delivered in line with the teaching standards to every child. If a child can access a lesson with reasonable adjustments in place,

this would be classified as Wave 1 provision. These reasonable adjustments are put in place at the discretion of the class teacher. If a child is accessing Wave 1 provision, they can usually access the lessons fully with these reasonable adjustments in place such as:

- Repeated instructions
- Chunking of information
- Access to ICT
- Considered seating position
- Visual Timetable

This is not a definitive list of all adaptations that children may receive. Each child may require and receive different approaches, and these will be listed onto the individual pupil profile and implemented during QFT.

Wave 2 - Short Term Intervention

Where a child is unable to engage effectively with the curriculum through QFT, a short-term intervention should be instigated in order to address the identified need. The area of need can be broad and might include:

- Handwriting
- Emotional regulation
- Language skills
- Phonics
- Numeracy
- Fine and Gross Motor Skills.

Wave 2 interventions have a clear, targeted focus and are of 4 - 8 weeks in duration. We feel that by following this approach we give clarity to both parents and children about the purpose of the interventions, why the child has been selected and what the outcome is.

Pupils who access Wave 2 interventions will have this logged onto both their individual profile and the provision mapping document.

Wave 3 - Longer Term Interventions and Registered as SEND - K

In consultation with the class teacher, SENCO and parents, identified pupils would be placed on the send register and undertake a process of assess, plan, do and review in response to identify barriers to learning. This is formally referred to as the graduated approach.

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

A pupil who falls into the Wave 3 category will have a bespoke support plan that describes the child's needs, outcomes and provision to meet those needs. The views of parents/carers and the child (where appropriate) are integral to this process. These are written by the class teacher with the support of the SENCO. SEN Support Plans are reviewed **at least** once a term in a meeting between the class teacher and parents/carers to update targets, monitor progress towards meeting outcomes and to discuss provision to meet individual needs.

Children on Wave 3 may also be referred to outside agencies for support and guidance to help remove the barriers to learning. These may include: the educational psychologist, speech and language, occupational therapy or CAHMS.

Wave 4 – EHCP and Registered as SEND - E

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. (EHCP) We classify this as Wave 4 provision. It is for children who require additional support that goes beyond what we as a school can deliver from our own budget or staffing. The responsibility for the monitoring and delivery of the plan rests with the Local Authority (LA).

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs.

Looked After Children with SEND

Our Designated Teacher for Looked after Children is Mrs G. Yates (Our Lady Queen of Martyrs) and Mrs D. Curtis (St Joseph's), who is also our SENCO, and ensures all teachers in school understand the implications for those children who are looked after and have SEN. She can be contacted via the school office (Our Lady Queen of Martyrs: 0191-3734343 ourladyqueenofmartyrs@durhamlearning.net; St Joseph's: 0191-0355 ushawmoorstjoseph@durhamlearning.net).

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response and the **Assess, Plan, Do, Review** cycle. The process will start with early identification of need and appropriate placing on the Waves of Intervention including SEN Support Plan or EHCP if appropriate. Each Looked After child will also have a PEP (Personal Education Plan) running alongside.

When a child becomes looked after, his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

Medical and Physical Needs

Medical conditions and disabilities do not alone constitute SEN.

For some children with medical needs or a disability, our school will work with parents and health professionals, or other relevant agencies, to ensure the right level of support to facilitate safe inclusion to school life. The school will work with parents and relevant agencies to put in place an Individual Healthcare Plan that describes the pupil's condition and what the school has agreed to do to support this.

In order for the school to meet the particular needs of pupils with medical conditions, it may be that staff need to be trained; resources need to be purchased or reasonable adjustments need to be made to the school environment before the school assumes responsibility for their care.

Consultation

In order to support a child's SEND, we:

- Talk to parents/carers if either they or we think their child has a special educational need and let them know what special help the school is giving.
- Appoint a member of staff as the Special Educational Needs Coordinator.
- Appoint a member of the Governing Committee to take a special interest in our SEND provision and keep other members of our Governing Committee updated about SEND provision on an annual basis.
- Have a written Special Educational Needs Policy.
- Take account of the Special Educational Needs (SEND) Code of Practice. This is advice given to schools by the government, which outlines what schools should do to support pupils with SEND and gives recommendations for good practice.
- Provide opportunities for parents to give us their views (during meetings about the child's special need, termly parents' evenings, annual questionnaires).
- Ensure pupils with SEND are observed, listened to and consulted in an age-appropriate way in order to shape the curriculum to meet their needs and interests.

Roles and Responsibilities

Class Teachers will:

- Be familiar with policy and procedure relating to SEN.
- Support the school's policy in all regards.
- Devise appropriate short-term objectives, with support from the school's SENCO, where necessary, and using information/advice from parents and other agencies.
- Deliver appropriate teaching and learning experiences.
- Assess pupils with SEND regularly and use this information to provide high-quality provision.
- Liaise with parents, the school's SENCO and other agencies, as appropriate.
- Take the views, needs and interests of the child into account when planning, delivering and assessing.
- Participate in appropriate in-service training.
- Ensure the implementation of any support plans and advice or interventions, including when there is no additional adult support allocated to the child.

Teaching Assistants/Learning Support Assistants will:

- Be familiar with policy and procedure.
- Assist the SENCO and class teacher in ensuring high-quality provision.
- Liaise with SENCO, parents, class teachers and other professionals, as appropriate, in order to support pupils' access to learning and appropriate educational experiences and to maximise learning.
- Participate in in-service training as appropriate.

Parents will:

- Work in partnership with the school and other professionals involved in the care and education of their child.
- Support the completion of home learning of eg reading. multiplication tables .
- Provide information that will help the school understand and meet the needs of the child.
- Support the implementation of short-term goals as described on support plans.
- Be involved in meetings, reviews, progress and attainment.

The school's Special Educational Needs and Disabilities Coordinator (SENCO) will:

- Oversee the day-to-day operation of the school's SEND policy.
- Co-ordinate provision for children with SEN.
- Liaise with the Designated Teacher where a Looked After Pupil has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of pupils, including CPD for staff.
- Liaise with parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Be a key point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned for.

Work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensure that the school keeps records of all pupils with SEND up to date, including the maintenance of the SEND register.
- Monitor the provision, learning, progress and achievement of pupils with SEND.

The Governing Body will:

- Have regard for the Code of Practice for Special Educational Needs and Disabilities.
- Monitor provision for and achievement of pupils with SEND.
- Appoint a member of the Governing Body to have responsibility for SEND.

Finance and resources

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. Budget allocations are made to ensure that all groups of learners are able to make progress in line with expectations.

Where a pupil has a high level of need that the school cannot fully meet out of its allocated budget, additional funding is applied for from the Local Authority.

Training

The SENCo's role is to support the class teacher as far as possible with planning for children with SEND. The school regularly provides training and support to enable all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff attend training courses run by the outside agencies that are relevant to the needs of specific pupils in their class.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and governing board will ensure that the schools' Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Key Personnel for SEND

Head Teacher: Mrs L Keenan

Special Educational Needs Co-ordinator: Mrs G Yates(OLQM) Mrs D Curtis(STJ)

Email: ourladyqueenofmartyrs:durhamlearning.net

ushawmoorstjosephs@durhamlearning.net

Designated Governor for SEND: Mr J Yates

Admission Arrangements

The arrangements for admitting pupils with Special Educational Needs are as follows:

- Children who have an Education Health and Care Plan, where the school has been identified as the most appropriate provider, will be admitted.
- Induction arrangements may be adapted depending on the needs of pupils and could include more visits or supported visits for example

Transition

At Our Lady Queen of Martyrs and St Joseph's Catholic Primary Schools, we fully support transition arrangements for all our pupils, regardless of the school to which they transfer. We have very good transition arrangements in place to support transition to our main feeder secondary school and work collaboratively with other settings to which our pupils may transfer.

For pupils with SEND, these arrangements are enhanced to support their move. Where Annual Reviews are appropriate (for those pupils with an Education, Healthcare Plan), secondary school colleagues will attend meetings. We will also support parents in making informed decisions about the school to which their child will transfer, if parents so wish.

During the summer term, staff meet to share information during handover transition meetings to ensure teachers can prepare for their new classes. For those children who require provision that is additional to or different from quality first teaching, we make additional arrangements to support these children through the transition. This can include spending additional time in their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or photographs of their new classroom to take home and talk about with Parents and Carers during the Summer holidays. The support provided is tailored to the needs of individual children and will be discussed with parents and carers and the child. Children have the opportunity to spend some time with the class to which they will belong in September during "Moving Up Day".

Children starting our Reception Class are provided with the following opportunities:

Our Early Years teacher and SENCO endeavour to visit all feeder nurseries to meet the children who will be starting our school. They spend time working with the children, observing them in a familiar environment and talking to their key workers. We encourage all new children to visit the school prior to starting and this is done through a series of transition days.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. We would arrange more visits at current nurseries and transition meetings with parents,

nursery staff and any appropriate professionals who may be involved in order to provide a smooth and supportive transition.

At Our Lady Queen of Martyrs and St Joseph's Catholic Primary Schools, we have a flexible approach. For pupils with particular needs, transition arrangements are enhanced and additional visit opportunities or multi-agency meetings are organised where appropriate.

SEND Agencies and Partnerships

We work closely with a variety of agencies and other professionals in order to provide the highest level of support for pupils with SEND. These include:

- Behaviour Support Services
- One Point Children's Service
- School Educational Psychologist
- CAMHS Assessment Team
- School Nurse Service
- Learning Difficulties and Disability Support Service
- Special Educational Needs - Inclusion Team
- Medical Practitioners
- Occupational Therapy
- Speech and Language Therapy

We also work closely with colleagues in our school's Community of Learning, for example sharing training on SEND.

SEND Information Report

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

At Our Lady Queen of Martyrs and St Joseph's Catholic Primary Schools, we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on the County Durham website.

Monitoring and review

The policy is reviewed on an annual basis by the SENCo/SLT; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

If you would like to discuss our SEND provision in more detail. please contact the school to arrange an appointment.

- We will review this policy at least annually and keep its effectiveness under continual review via Parent Evenings, Questionnaires and Complaints Procedure (including specifically about SEND provision)

The next scheduled review date for this policy is February 2024.