



SEND POLICY

**OUR LADY OF PITY ROMAN CATHOLIC PRIMARY
SCHOOL**

(A VOLUNTARY ACADEMY)

Our Lady of Pity Roman Catholic School

A Voluntary Academy

'JOY through Respect'

Special Educational Needs and Disabilities (S.E.N.D.) School Offer

Our Lady of Pity is an inclusive primary school.

The SENCO is Mrs C Peers. The SEND Governor – Eileen Rogan

Mission Statement

Our Mission Statement **'Joy through Respect'** serves as a point of reference against which all actions are measured and compared. Our challenge to each member of our community is:

Open your heart to **Jesus and**
Others and
You will have JOY.

At Our Lady of Pity Primary School we recognise the diverse nature of learning needs and aim to ensure all pupils, including those with S.E.N.D. have their needs met through a broad and balanced education. Pupils with S.E.N.D. are engaged as fully as is compatible with their needs in all activities and experiences within our school. Our curriculum aims to be fully inclusive and actively encourages pupils to achieve their full potential.

Our Lady of Pity strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos, broad and balanced curriculum for all children, systems of early identification of barriers to learning and participation, high expectation and suitable targets for all children.

The Local Offer

The Local Offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. The following information sets out the systems and procedures that are in place in our school. <https://localofferwirral.org>

What is the definition of Special Educational Needs?

The 2014 (updated May 2015) Special Educational Needs and Disability Code of Practice (p15) states:

“A child or young person has S.E.N.D. 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 has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- 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.”

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).”

1. How does Our Lady of Pity Primary know if my child needs additional support?

We will know if your child needs extra help when:

- Concerns are raised by you, our staff or your child. If concerns are raised by our staff, you will be consulted and a meeting held to ascertain your views and your child's views will also be ascertained.
- We identify your child is making limited progress.
- There is a change in your child's behaviour or progress.

2. What categories of Special Educational Needs and Disabilities does the school cater for?

At Our Lady of Pity we cater for the four areas of need identified in the 2014 (updated May 2015) Code of Practice, which are:

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

3. Who are the best people to talk to in school about my child?

All teachers are teachers of children with S.E.N.D. and such children are, therefore a whole school responsibility. The following people are points of contact for you if you have concerns around your child.

Class teachers

Class teachers are responsible for delivering Quality First teaching and can further adapt this to include Enhanced Quality First teaching approaches in order to meet the needs of children in their classes. Class teachers will also organise and monitor the impact of appropriate 'booster' programmes which aim to secure and/or extend knowledge in a specific area.

Special Educational Needs Co-ordinator (SENCO) – Mrs Clare Peers

The class teacher may decide to involve the SENCO, Mrs Peers, at this point to discuss the concerns. At this point a meeting may be held with you. If you have held discussions with the class teacher and remain concerned you can contact Mrs Peers directly.

Head of School – Mrs Bernadette Galloway

At Our Lady of Pity our Head of School follows the progress of all pupils and meets with class teachers on a termly basis to discuss progress and any concerns the teacher has. She also ensures class teachers identify and plan for pupils' next steps in learning. She also meets with the SENCO to discuss children receiving additional support. If you remain concerned following discussions with your child's class teacher and the SENCO, you can contact Mrs Galloway directly.

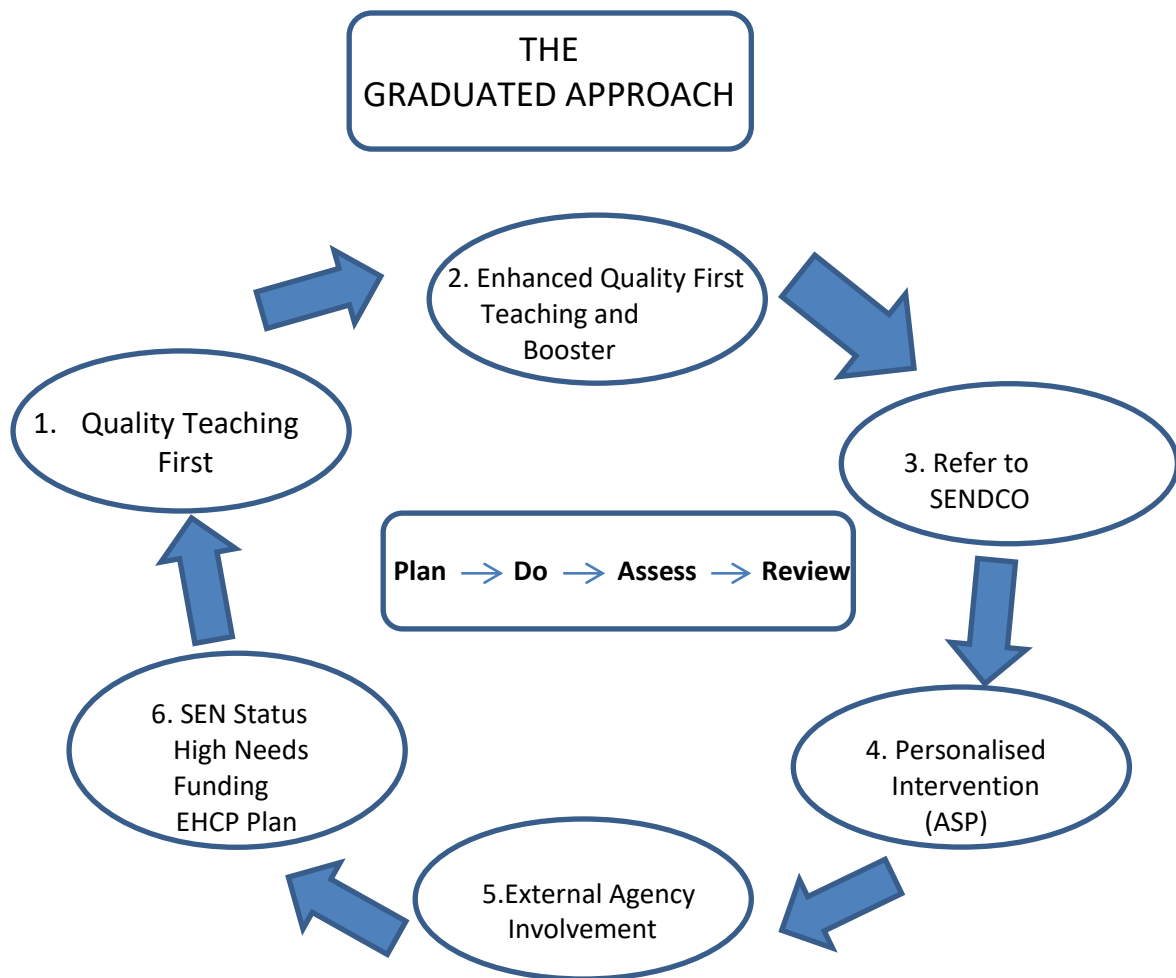
Governing Body - The appointed S.E.N. Governor is Eileen Rogan

If following discussions with your child's class teacher, the SENCO and the Head of school you still have concerns about how the needs of your child are being met, you can contact the appointed S.E.N. Governor.

4. How does the school identify pupils with S.E.N.D. and what is the process for implementing S.E.N.D. Support?

The identification of S.E.N.D. is built into our school's overall approach to monitoring the progress and development of all pupils. A pupil may have S.E.N.D. when, in order for them to make or sustain progress, they require significant additional support in addition to our school's Quality First teaching approaches.

Our Graduated Approach to S.E.N.D. is outlined below, however it is less linear in implementation. It is expected that children will move between stages of our Graduated Approach. It is underpinned by the Plan, Do, Assess, Review model outlined in the 2014 Code of Practice.



5. What are the different types of support available for children with S.E.N.D. at Our Lady of Pity Primary School?

Teachers will follow the Graduated Approach to enable access to the curriculum. This begins with Quality First teaching. This means making reasonable adjustments to teaching and/or the classroom environment and includes the differentiation of tasks. Enhanced Quality First teaching means further personalisation of these approaches or the addition of other tailored approaches. Class teachers are responsible for directing teaching assistants to work with children in their classes on either a small group or individual basis.

If your child has needs related to a more specific area they may be placed in a smaller focus group to accelerate their progress (Group intervention). This may be personalised even further using an intervention program. The length of time the Booster or Intervention programme may last will vary according to need, but will generally be a half-termly and will be regularly reviewed. Occasionally a child may need more expert support from an outside agency and in this instance a referral will be made following parental consent being obtained. After a series of assessments, advice and/or a program of support may be provided to the school and to yourself to use at home. This advice may include appropriate specialist equipment that may be provided to some children to enable them to access the curriculum, e.g. pencil grips, writing slopes or visual aids. If your child is identified as having S.E.N.D. a plan will be formulated and targets will be set. The implementation of the plan will be reviewed regularly and you and your child will be involved throughout the whole process. On an individual basis it will be decided whether High Needs funding or an Education Health Care Plan (EHC Plan) need to be applied for from the Local Authority.

Some children may require additional access arrangements for tests such as SATs. Where appropriate, applications will be made for such arrangements to take place.

6. What support will there be for my child's overall well-being?

Our Lady of Pity can offer your child a variety of pastoral support including:

- All staff are available to listen to the views of children and take any measures necessary to ensure their well-being and happiness.
- Teaching Assistants are available to monitor activities at lunchtimes and provide feedback to relevant staff where necessary.
- ELSA (Emotional Literacy Support Assistant) provides individual pupils with emotional well-being.
- External agencies can be deployed where necessary.

7. How will Our Lady of Pity support my child when they are beginning in the school, moving to another year group or leaving the school?

- For children who are beginning in Reception class, the Reception teacher, in the summer term, transition days for the children are held at Our Lady of Pity to enable children to familiarise themselves with their new learning environment and the staff that will be working with them. There are also a meeting for the parents.
- For transition between year groups, class teachers pass on all relevant information and the progress and needs of every pupil are discussed. The SENCO may provide additional support if required.
- For transition to secondary school, Year 6 pupils attend transition visits in their new high schools. Secondary staff will liaise with our staff to discuss the needs of pupils.
- For children who are identified as having S.E.N.D. an additional meeting will take place between our SENCO and the secondary school's SENCO to discuss their additional needs. You will be invited to this where appropriate. An enhanced transition plan may be created to support the move for certain pupils that may include additional transition visits.

8. How does Our Lady of Pity ensure that appropriate knowledge and expertise are available to support my child's needs?
- Training needs are identified and sessions are held to further staff's knowledge and understanding of S.E.N.D. and to ensure they have the skills required to meet the needs of the school population. These sessions may also focus on updating staff on the systems and procedures for S.E.N.D..
 - Specialist training is provided to enable staff to deliver and evaluate the impact of specific intervention programmes.
 - Additional adults are deployed around the school to support children with S.E.N.D. based on the needs of the school population. This is reviewed regularly.
 - The school works with a number of external agencies to seek advice and support to ensure that the needs of pupils are fully understood and met. These can include (this list is not exhaustive):
 - o Psychology Service
 - o Occupational Therapy
 - o Speech and Language
 - o Paediatric Service
 - o Outreach Support
 - o Social Services
 - o Health Services
9. How will Our Lady of Pity Primary ensure the provision for my child is effective?
- Through our Pupil Progress reviews and our Graduated Approach we continually track and monitor the progress of all children, identifying and addressing their needs as they arise. This is reviewed regularly by our Head of school, SENCO and class teachers and further actions are then planned where appropriate.
 - Regular reviews of Quality First teaching, booster and intervention programmes, S.E.N.D. provision and the use of additional adult support across the school allow us to monitor and evaluate the effectiveness of our practice.
 - For children identified as having S.E.N.D., regular reviews are held to discuss progress and evaluate the provision that has been put into place. During these meetings, your views and your child's views are listened to, recorded and used to inform future provision.
10. How does Our Lady of Pity Primary make all opportunities in the school accessible to children with S.E.N.D.?
- We adhere to our Equal Opportunities Policy and promote inclusive practice in all opportunities we offer to our children.
 - We ensure the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
 - We make use of specialist resources where appropriate to further support children with their learning.
 - At playtimes and lunchtimes, adults are deployed to ensure that all children access and enjoy these activities.
 - We aim to exceed the minimum adult to child ratios on school trips wherever possible. In addition to this, if children are identified as needing further support, extra adults will be deployed.
 - Access arrangements in exams such as the SATs are implemented if required.

If after reading our School Offer, you would like to discuss anything further, please contact Mrs Clare Peers, our SENCO.

Written by: Mrs Clare Peers (SENCO)

Approved by: Senior Management and the Governing Body

Review Date: March 2021