



SEND (Special Educational Needs and Disability) Policy

Purpose of the policy

Part of St Raphael's Mission is for every child to achieve his/her potential and celebrate their uniqueness within the family of St Raphael's Catholic Primary School. It is therefore our clear duty to give support to the needs of every child.

AIMS for SEND

- Identify all children who need support in the following areas; **communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical.**
- Ensure that all pupils, regardless of their specific need make the best possible progress.
- Ensure that all children are fully integrated into all activities at school.
- Involve parents in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

Agreed Procedure

PRINCIPLES

It is the aim of the school that each child should realise his/ her maximum potential in a caring supportive environment which provides equality of opportunities. All pupils have individual needs and most of these are met within the classroom through a differentiated curriculum. Pupils requiring special support will be given targets and extra provision will be made. Currently the SENCO (Special Educational Needs and Disability Coordinator) is Mrs Karen Neale

SENCO/STAFF

- Provide a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognise and be constantly aware of the needs of each individual child.
- The SENCO is release for coordinator time one afternoon each week.
- Teachers complete a 'Cause for Concern' form if classroom differentiation has not been successful.
- The SENCO and class teacher will discuss strategies and interventions.
- The SENCO may make referrals to outside agencies.
- An IEP (Individual Education Plan) may be completed when further intervention is required and/or when outside agencies become involved; the child may then be identified as needing 'SEN support.'
- Staff meetings are held each term to discuss progress and interventions required.
- The SENCO will prepare and coordinate Pupil Centred Planning meetings (PCP) with parents as required.
- The SENCO will apply for an EHCP (Education and Health Care Plan) if a child has been identified as needing a particularly high level of support. The ECHP will outline how much extra funding your child will receive from the LA and how this should be used.
- Staff will visit other schools for advice, attend courses, conferences and LEA meetings where appropriate.

PUPILS

- Meet individually with teachers to discuss IEPs to enable them to understand their targets eventually contributing to their own target setting process.
- Are invited to attend termly review meetings.



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PARENTS

- Ensure that the children attend school in good health, punctually and regularly (this involves taking holidays out of term time only).
- Be realistic about their children's abilities. Offer encouragement and praise.
- Ensure early contact with school to discuss any concerns.
- Take an active interest in children's learning; support your child to complete homework, hear them read and assist with the learning of tables and spellings.
- Allow children to become increasingly independent as they go through the school.

PARENTAL CONCERNS or COMPLAINTS

- Meet with the class teacher to discuss concerns or complaints.
- Meet with the SENCO and the class teacher if not resolved.
- If there is still a concern the parents may make an appointment to see the SEND Governor, who may take the concern to the Governing Body.
- Parents may also contact the LEA for support/ advice. <https://www.tameside.gov.uk/schools/complaints>

EXTERNAL AGENCIES AND SUPPORT

- Meetings, classroom observations, target setting and report writing where appropriate.
- Pupil support service.
- Educational Psychology service.
- The Integrated Service for Children with Additional Needs (ISCAN)
- School Nurse

Monitoring This Policy

It is important that there is evidence of this policy being implemented in all classes and by all teaching and support staff. By asking the following questions the school is able to regularly monitor the effectiveness of this policy:

- Are SEND children making the expected progress?
- Does planning show interventions for SEND children?
- Are IEP's completed and shared with parents and children?
- Are interventions having a positive effect?
- Are staff receiving appropriate training?
- Is the Provision Map accurate and up to date?
- Has the SENCO enough time to complete the necessary work?

Completed: 25th November 2019

Review date: November 2020

Person Responsible: Mrs Neale