

St John Vianney Catholic School

Mount Nod Way

Coventry

CV5 7GX



“Love one another as I have loved you”

SEND Policy

“St John Vianney School is an academic community which is characterised by the Gospel Spirit of Peace, Justice and Love. All that we do and say in our school will be dominated by Jesus’ words “Love one another as I have loved you”. Our school rules are based on this statement and carried in “our hearts and our heads” and reflected in the life and work of our school”.

St John Vianney Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.

Introduction

St John Vianney School is part of the Holy Cross Catholic MAC in Coventry. The schools are:-
Bishop Ullathorne, Cardinal Newman, Christ the King, St Augustine’s, St. Elizabeth’s, St. Thomas More and St. John Vianney.
The most important thing about Holy Cross MAC is the family of schools who are working together to deliver an excellent Catholic education.

At St John Vianney we are a fully inclusive School and believe every child is entitled to receive the opportunity to achieve their full potential. This policy sets out to inform you how we do this. It may not list every skill, resource and technique we employ, as these are continually developed and modified so that our provision meets the changing requirements of individual children.

Aims

The policy reflects the Code of Practice 2014 relating to the Children and Families Act 2014. The principles of the Code of Practice are based on improving outcomes for children with Special Educational Needs and Disabilities (SEND) ensuring high aspirations and expectations. All children are entitled to an education that enables them to achieve the best possible education and removes barriers to learning. The school SEND information report can be accessed through the school website. The aim of the SEND Information Report is to show parents what the school provides for children with SEND and includes a link to the City Council’s local offer of support and services.

Objectives

The staff at St John Vianney School aim to provide an education that meets the needs of all children in achieving their potential. High quality teaching, which is differentiated and personalised, should be available for all children.

As a school we will ensure that:

- we regard the views, wishes and feelings of the child and their parents and recognise the importance of the child and their parents participating as fully as possible in decisions about their child's specific needs.
- the need to support the child and their parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (Code of Practice 2014 0-25 years)

Children with Disabilities and Young People

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as '...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 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 SEND, but there is a significant overlap between children with disabilities and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Identification and Processes

Special educational needs and provision can be considered as falling under four broad areas by identifying children with difficulties in:

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

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

Action is put into place in relation to children who are working below age-related expectations, but they are not automatically placed on the SEND register unless they are identified with a special educational need. Teacher's first priority is to deliver quality first teaching to ensure the attainment gaps are closing between children and their peers, including providing high quality provision to meet the needs of children with SEND.

A graduated approach is used - a four- part cycle, with earlier decisions and actions that are revisited, refined and revised are: **Assess, plan, do and review.**

- **Assess** – clear analysis of a child’s needs as well as parents’ concerns; if agreed with parents, outside agencies can be asked for advice
- **Plan** – When decisions are made to provide SEND support, parents must be notified formally. ALL teachers and teaching assistants working with the child are made aware of needs and OUTCOMES sought, support provided and strategies and approaches to be used.
- **Do** – Class teachers are responsible for working with the child on a daily basis, though a teaching assistant may be delivering an intervention; support and advice can be given from the SENCO.
- **Review** – How effective has the support/intervention been? Involvement of parents and children - what has been the impact? what are the next steps planned?

This graduated approach involves teachers, parents, children and, if needed, outside agencies eg Educational Psychologist, Social, Emotional, Mental Health and Learning support teachers (SEMHL), Speech and language therapist, Complex Communication Team (CCT) at any time. When a child is receiving additional support, including outside agencies advice and recommendations, the term used is ‘School Support’. A personalised Individual Education plan is written by the class teacher highlighting specific outcomes to be achieved. Some children may have a

My Support Plan which highlights areas of need in greater detail. Both are reviewed termly.

If a child, through the graduated approach, is considered to require an Educational Health and Care needs assessment with the SEND Panel at the Local Authority, then a ‘family conversation’ will take place, led by the SENCO, and the necessary procedures and referrals will be completed, working closely with parents.

Transition from Early Years to Key Stage One; Key Stage One to Key Stage Two; Key Stage Two to Secondary School are carefully and sensitively managed. Liaising with colleagues ensures that the appropriate provision is in place to meet the needs of individual children in their next setting.

Teaching and Learning Strategies

Teachers are responsible and accountable for the progress and development of the children in their class, including when children need support from teaching assistants. Teachers will plan and teach lessons of a high quality that encompass all children with different needs, ensuring the necessary differentiation in questioning, activity and outcome, providing appropriate resources such as visual aids- vocabulary/sound cards, writing frames, numeracy resources etc. to enable the child to access the curriculum, so each child can achieve the best possible outcome. Teaching Assistants plan and deliver high quality interventions, under the guidance of the class teacher, so that targeted children achieve and learn at a pace that is appropriate.

Roles and Responsibilities

The overall responsibility for the Special Needs Policy being implemented lies with the Headteacher and School Governors. The Governors employ the SENCO to ensure the school upholds its duty of care to the children with Special Educational Needs and Disabilities in line with the Children and Families Act 2014 and the Code of Practice 2014. The SENCO must be a qualified teacher working at the school and newly appointed SENCOs must achieve a National award in SEN Coordination within 3 years of appointment.

A governor is named to monitor and review Special Educational Needs, an annual report is taken to the full governing body.

A rigorous approach is taken to monitoring and evaluation of any SEND support provided. A provision map will be created in order to resource SEND by considering the overall budget. Evaluation of the outcomes will also be reported to governors through the head teacher's report. The SEND Governor has regular meetings with relevant staff including the SENCO and is actively involved in the policy and SEND information report and annual meetings.

SENCO is responsible for:

Ensuring teachers plan and teach quality first lessons for all children with SEND.

Monitoring and analysing provision across the school.

Leading parent consultations in liaison with teachers and sending minutes to parents.

Updating CPOMS and maintaining records and reports.

Working alongside external professionals to ensure all needs of SEND pupils are met.

Teachers are responsible for:

Planning and delivering Quality first teaching for all,

Plan interventions, measuring impact, and overseeing the delivery of the intervention.

Attending parent consultation meetings in liaison with the SENCO.

Reviewing Individual education plans and setting new targets.

Keeping parents of SEND children up-to-date.

SLT/Learning Mentor:

At the moment we do not have a learning mentor, therefore these roles are undertaken by SLT.

Pastoral care across Early Years, Key Stage One and Key Stage Two

Parent liaison

Professional lead on Early Help (mosaic hub)

School induction programmes with transient pupils and families

Half termly support network coffee meetings, gaining parent voice and developing community

Cohesion with new parents and families

Working alongside SENCO and Class teachers

Teaching Assistants are responsible for:

Planning (if appropriate) and delivering quality interventions and keeping notes up-to-date and setting next steps for children.

Liaising with class teachers about the progress of each child

Equal Opportunities

The SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010. All pupils have an entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary.

Assessment Recording and Reporting

Children with SEND will be assessed in line with the current assessment procedures, including teacher assessment. Reporting to parents will be through regular parent consultation meetings held at least 3 times a year as part of the **Plan, Do, Assess** and **Review** approach.

Review, Evaluation and Monitoring

Termly meetings are arranged between school and outside agencies to ensure the school are providing high quality provision for children with SEND to enable them to achieve the best possible outcomes. The SENCO will monitor this provision for children with SEND through observations, planning trawls, book trawls, and pupil progress meetings to evaluate the impact of provision for children with SEND.

Parental Involvement

At St John Vianney we recognise the importance of discussing the needs of their child with parents as they know their child best. In each of the parent consultation meetings the graduated approach of the **Plan, Do, Assess** and **Review** process will enable parents to share their views, expectation and aspirations for their child. The SEND information report which is co-produced with parents will be reviewed with parents annually to ensure the school continues to set high expectations and aspirations for children with SEND to achieve the best possible outcomes. School will hold coffee mornings to support parents enabling them to seek support from school, SENDIASS and each other.

Pupil Voice

At St John Vianney we value pupil voice and have an active school council with sub committees. Our SEND children are involved in their termly reviews with the SENCO and will have an input on the targets set. Once agreed the child will receive continuous, supportive feedback relating to these targets from the class teacher and other adults that they work with. We encourage children to self-assess work where appropriate and set personal targets to encourage independent learning.

COVID 19

During COVID 19 and the partial school closures, most SEND children attended school in 'class/group bubbles.' For those who did not attend school site, a home learning program was implemented with additional 1:1 sessions and regular phone calls home by the class teacher and SENCO. The home schooling curriculum was personalised and tailored to each child's needs.

Extra-Curricular Activities

Children with SEND are encouraged to take part in clubs offered to all children and, if possible, staff will make any necessary adjustments to enable them to attend.

Signed:

Date:

Next review date:

Date approved by Governors :