

The Divine Mercy RC Primary School Policies and Procedures



SEN & Disability Information Report

Foreword

Protected characteristics:

These are **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.**

At The Divine Mercy RC we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.

The Divine Mercy RC Primary School is a happy, safe and welcoming environment where everyone is valued. Our Catholic faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family, our strength is in our love and respect for one another.

Jesus, I Trust in You.

SEND, Special Educational Needs and Disabilities Information Report

Introduction

The SEND Regulations 2014 states that all Schools must publish information on their websites about the implementation of the Governing Body's Policy for pupils with SEND.

The kinds of special educational needs that are provided for at The Divine Mercy RC Primary School are:

- The four broad 'areas of need' that we cater for are Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health Difficulties, and Sensory and Physical needs

Policies for identifying children and young people with SEND and assessing their needs:

- SEND Policy
- Accessibility Policy
- Medical Policy

Name and Contact details of Lead Professionals in School:

Chair of Governors

- Eileen O'Sullivan

T 0161 245 7170

Special Educational Needs and Disabilities/Safeguarding Governor

- John Byrne

T 0161 672 8660

Head teacher

- Clare Campbell

T 0161 672 8660

SENDCo

- Megan Whitehead

T 0161 672 8660

Assistant SENDCos

- Katrina Edwards, Lisa Ayodele, Fiona Weir

T 0161 672 8660

Arrangements for consulting parents of children with SENDD and involving them in their child's education

- Daily oral reports from the class teacher and/or 1:1 TA if required for all EHCP children
- Parents evening twice a year
- PCP meetings three times a year for pupils on SEN support and six times a year for pupils with an EHCP
- Learning plan for all children on SEN support
- Annual review meetings for children with an EHCP
- Meetings with outside agencies when required throughout the year
- Open door policy with the School SENDCo and Assistant SENDCos

Arrangements for consulting young people with SEND and involving them in their education

- Review of targets with class teacher and TA including pupil voice

- Pupil views questionnaire, views of children and young people/EHC plan

Arrangements for assessing and reviewing children and young people's' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment review

- Annual review meetings
- Parents evenings twice a year
- Consultation of what needs to be achieved with Parents/Carers
- Parents are invited to attend meetings with different agencies if required

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood

- Extra transition visits to choice of High School for children with SEND/Vulnerable Children
- When required, face to face meetings with High School SENDCO throughout year 5 and 6 for children who have EHC Plan
- Transition time for staff when children move between key stages
- Children meet the new teacher/staff alongside familiar staff
- Children are able to access other key stages if appropriate during transition

The approach to teaching children and young people with SEND

- Additional in-class support
- Interventions
- Caritas Support

- Thrive approach
 - Additional out-of-class support; one-to-one support
 - Flexible groupings (including small group work)
 - Mentoring
 - Quality First Teaching
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- Access to a wide range of outside agencies including Speech and Language, Educational Psychologist, Continuous Professional Development for all staff with regards to SEND

How adaptations are made to the curriculum and learning environment of children with SEND

- Every Child treated as an individual
- Adaptive teaching
- Additional resources to support learning styles and needs if required
- Access to provision in other key stages when appropriate
- Flexible timetabling e.g. dinner time

Expertise and training of staff to support children and young people with SEND

- NASEN qualified SENDCo
- Children have access to an Educational Psychologist, Speech and language therapist and trained Thrive practitioners
- CPD for teachers from the Speech and Language services for whole staff and individual staff
- CPD for teachers from the School Educational Psychologist
- Outreach support from the Birches, Lancasterian Specialist School, RHOSEY and The Grange
- Access to support from a Caritas counsellor
- Performance management annually for all staff

Evaluating the effectiveness of the provision made for children and young people with SEND

- Provision Map regularly evaluated
- Pupil progress three times a year
- Interventions monitored and evaluated according to need

How children and young people with SEND are enabled to engage in activities available with children and young people who do not have SEND

- We do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead actively try to ensure that all children can access all our extra-curricular activities in an inclusive manner with the appropriate resources or provision

Support for emotional and social development

- Thrive sessions with a Thrive practitioner
- Caritas sessions made through a referral

How the School involves other bodies in meeting children and young people's SEND and supporting their families

- Outreach support from Lancasterian, the Birches Specialist School, the Grange and Rodney House
- Referrals to the School Nurse for CAMHS
- EHC Assessments

Looked after Children (LAC) and Special Educational Needs and Disabilities (SEND)

All the above arrangements apply in the same way if a child has SEND and is a Looked after Child. The Designated Person for LAC is Paola Billingham.

SENDD Abbreviations List

D/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
BSS	Behaviour Support Service
CA	Classroom Assistant
CoP	Code of Practice
CI	Communication and Interaction
CL	Cognition and Learning
CP	Child Protection
CPR	Child Protection Register
DoB	Date of Birth
EBD	Emotional and Behavioural Difficulties

ESBD	Emotional, Social and Behavioural Difficulties
EOTAS	Education Other Than at School
EP	Education Psychologist
ESW	Education Social Worker
EWO	Education Welfare Officer
FE	Further Education
FSM	Free School Meals
G&T	Gifted & Talented
GMS	Grant Maintained School
HE	Higher Education
HI	Hearing Impaired
IEP	Individual Education Plan
LA	Local Authority
LD	Learning Difficulties
LSA	Learning Support Assistant
LSS	Learning Support Service
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulties
NC	National Curriculum
NQT	Newly Qualified Teacher
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PE	Physical Education
PEP	Personal Education Plan
PTA	Parent Teacher Association
PPO	Parent Partnership Officer
PRU	Pupil Referral Unit
PSP	Pastoral Support Programme
RoA	Records of Achievement
SAL/SLT	Speech and Language Therapy

Equalities Statement:

The Divine Mercy RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their

abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at The Divine Mercy RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.