



**Corpus Christi Catholic  
Primary School**

**Special Educational  
Needs (SEN) and  
Disabilities Policy**

## **Rationale:**

**At Corpus Christi Catholic Primary, we “let our lights shine brightly”. In God’s love and inspired by our faith, we always show kindness and respect to others, whilst working as hard as we can, to be the best that we can be.**

Throughout this policy, and the following policies, we will ensure steps are taken to prevent pupils with additional needs from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parent/Carers’ SEND Information Guide, SEND Policy, Annual SEND Report.

## **Introduction**

Corpus Christi is a small primary school serving a catchment area with some high social and economic disadvantage, and an often-transient population. Pupils have a broad range of special educational needs including dyslexia, autism, SEBD and physical disabilities. At Corpus Christi we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We believe that every child is equal, valued and unique and aim to provide a broad and balanced high-quality curriculum for all children. We will respond to individuals in ways which consider their varied life experiences and particular needs.

We use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2015).

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers make provision to enable children to participate effectively in curriculum and assessment activities. Thus, some children may need additional or different help from that given to other children the same age. Children may have special educational needs either throughout or at any time during their school career. We recognise the necessity to work in partnership with parents and will ensure they receive information on the statutory procedures and the outcomes for their children. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by each child and that the provision of appropriate time and resources are allocated to enable teachers to deal effectively with them.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parent/Carers’ SEND Information Guide, SEND Policy, Annual SEND Report.

## **Aims**

We have a responsibility to encourage excellent practice throughout school for the benefit of all pupils. To encourage this, we are committed to the following principles:

- To create an environment that meets the special educational need of each child
- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To ensure all staff are aware of disability equality and support outcomes for children
- To ensure early identification and provision for children with SEND
- To consider legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2015, The Special Educational Needs and Disability Regulations 2015, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2021, Supporting pupils at school with medical conditions 2014
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's SEND
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure parents/carers are fully engaged in the decision making
- To consider the views, wishes and feelings of pupils
- To work in partnership with the Bishop Wilkinson Catholic Education Trust, Local Authority and other outside agencies to ensure a multi-professional approach
- To ensure a high level of staff expertise through well targeted CPD
- To ensure support for children with medical conditions and full inclusion in all school activities by consulting with health and social care professionals where appropriate
- To inform the governing body of all aspects of learning support and SEND issues in school
- To provide a framework for monitoring and evaluation of; policy, practice and provision
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

## **Roles and Responsibilities The Role of Class Teachers**

High quality teaching, differentiated for individual pupils, is the first step in responding to SEND.

Class teachers will:

- Be aware of school's procedures for identification and provision for children with SEND
- Work with the SENDCO to collect information on the child
- Work with the SENDCO to decide on the action required to assist the child in making progress
- Develop and review support plans with pupils and parents
- Continually assess pupil progress and identify the next steps in learning
- Co-ordinate teaching assistants and plan and resource intervention sessions for them to deliver to children with SEND
- Keep parents informed of pupil progress and ways they can help their child
- Work with the SENDCO and SLT to identify their own training needs around SEND
- Ensure information is passed on to the new class teacher in advance of transition

## **The Role of the SENCO**

In Corpus Christi the SENCO with the support of the DHT:

- Supports staff in managing the day-to-day operation of the policy
- Maintains the school's SEND register
- Contributes to and manages the support plans of children with SEND
- Co-ordinates the provision and response to children's needs
- Supports and advises colleagues
- Oversees the records kept on all children with SEND
- Acts as the link with parents
- Acts as the link with outside agencies including the Educational Psychologist
- Completes documentation required by the Bishop Wilkinson Catholic Education Trust, outside agencies and the LA
- Organises multi-agency review meetings
- Monitors and evaluates SEND provision and reports to the HT and the Governing Body
- Manages a range of resources, both human and material, to enable appropriate provision to be made
- Keeps up to date with developments in SEND locally and nationally
- Contributes to the professional development of staff

- Attends Gateshead LA SENDCO meetings maintaining relations with LA officers
- Attends Bishop Wilkinson Catholic Education Trust SENDCO meetings

Maria Lilley is the Special Educational Needs and Disabilities Coordinator (SENDCO) for Corpus Christi Catholic Primary School. She has been SENDCO since September 2021. Cheryl Maxwell (Head Teacher) is the SEND and Inclusion Lead for Corpus Christi. As well as her responsibilities for SEND and Inclusion, Mrs Lilley teaches in the Early Years Unit in school, which is ideally situated to promote early identification of special educational needs. Cheryl Maxwell is the Head Teacher at Corpus Christi and is also the Designated Safeguarding Lead and Designated Teacher for looked after or previously looked after children. Claire Wilson and Sarah Taylor are the Deputy Safeguarding Leads.

### **The Role of the Local Governing Committee**

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEND
- Ensures that all teachers are aware of their role in provision for children with SEND
- Reports annually to parents on the school's policy for pupils with SEND
- Ensures parents are notified of decisions made when SEND provision is organised for their child
- Allocates a governor with specific oversight of provision for children with SEND

Alyson Wilson is the link governor for SEND. The role of the link governor is to champion the issue of special educational needs within the work of the local governing committee. The link governor meets with the SENDCO to discuss the school's arrangements and provision for meeting special educational needs. While the link governor cannot discuss the support offered to an individual child, they are able to meet and communicate with parents on the school's support for pupils with SEND.

### **Other staff with responsibilities relating to SEND:**

Jan Gurkin is the Family Support Worker in Corpus Christi. Jan is able to offer support to families and, where appropriate, offer Early Help. She is able to visit families at home and act as a nurturing link person between school and home. Jan visits families when there are difficulties with attendance. She is able to support and signpost to other sources of information.

### **TAs with a specialism in SEND**

A number of teaching assistants have specific training to support pupils with Special Educational Needs. They are supported by the SENDCO and SEND/Inclusion Lead.

### **LA Agreement**

Gateshead LA supports pupils with SEND in Corpus Christi school by:

- Providing access to an Educational Psychologist for assessment of pupils with SEND
- Providing access to a Behavioural Support Liaison teacher and advice on pupils with behavioural difficulties
- Providing in-service training for staff on issues, techniques and strategies as well as identification of barriers for learning
- Providing opportunities for referrals to specialist units and specialist services
- Offering support to discuss issues relating to SEND

#### **Access to Facilities and Provision:**

Please refer to the school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Corpus Christi School has a lift which has access to all floors within school that can be used in an emergency. There is a fully accessible toilet on the ground floor, next to the school office. Medicines are stored in a designated area which includes a fridge. Other medication is stored in clearly marked bags within the learning areas.

#### **Admission Arrangements**

Please refer to the information in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including The Equality Act 2010. This includes pupils with any level of SEND. The school welcomes pupils with known educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

#### **Access to the Curriculum**

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive, quality first teaching that follows the mastery approach. Identifying, assessing, planning and reviewing is part of Quality First Teaching. Our Parent/Carer' SEND Information Guide and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

#### **Educational Inclusion**

In Corpus Christi we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to remove barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have individual educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

### **Identification, Assessment, Planning and Review Arrangements**

Corpus Christi Catholic Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for “adapting teaching to respond to the strengths and needs of all pupils.” (Teachers’ Standards 2012). School assessment data, teacher judgements and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map/intervention map outlines all SEND pupils and is updated regularly.

There are 4 broad areas of need:

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

The following are not SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel

### **Special educational Needs**

Children with SEND have learning difficulties that call for special provision to be made.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age and are attaining around two years behind their peers
- They have a disability – physical or emotional which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

## **EAL Pupils**

Children will not be regarded as having learning difficulties solely because their home language is different from the language in which he/she will be taught. However, some EAL pupils will also have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with EMTAS.

## **SEND Support – four-part cycle**

The identification of SEND is built into the overall approach to monitoring progress and development of all pupils in school. Termly progress meetings support the early identification of pupils who may have SEND. Concerns are identified through the Barriers to Learning checklists and discussed with SENDCO/Inclusion Lead/Phase Lead.

### **Assess**

The class teacher, working with the SENDCO, will carry out a clear needs' analysis of a pupil's needs. This will be discussed with parents during Parent Consultation meetings or with meetings with the SENDCO. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be notified of how school will support pupils in class. Adjustments, interventions support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. (Reference to provision maps/support maps).

### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on an agreed date. Reviews will be held with parents at least once per term. The class teacher, working with the SENDCO/Inclusion Lead/Phase Lead will revise the support in the light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will seek specialist expertise and this will be used to inform future provision. Some of these organisations are listed below:

Educational Psychology Service

Speech and Language Therapy Service

Gateshead SEN Team



High Incidence Needs Team Early Years

Gateshead Special Educational Needs and Disabilities Information, Advice and Support (SENDIASS)

High Incidents Needs Team (HINT)

Low Incidents Needs Team (LINT)

Occupational Therapy Service

Children and Young People's Service (CYPS)

Children and Adolescents Mental Health Service

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support. School will provide parents with details of the Local Offer provided by Gateshead Council.

(Further details on provision for pupils with SEND can be found in the Parent/Carers' SEND Information Guide.)

<https://gateshead-localoffer.org/>

### **Parents/Carers SEND Information Guide**

This guide, and the Annual SEND Report, can be found on the school's website. These outline the provision normally available for pupils with SEND as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

### **Pupil Participation**

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets, where possible, and a range of pupil voice activities are used to gather their views on their progress.

### **Monitoring and Evaluating the Success of the Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for pupils with SEND:

- Regular observation of teaching by the Senior Leadership Team and Subject Leads
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages,

Engagement Model, EY Trackers, White Rose Maths Assessments, Little Wandle Phonics Assessments, Talk Boost etc

- Pre and post assessments
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive
- Regular meetings between SENDCO and SEND support staff
- Regular meetings between the Head Teacher, Inclusion Lead and the SENDCO
- Provision mapping – used as a basis for monitoring the impact of interventions
- Local authority, Academy Trust or consultant-led SEND reviews will be used periodically to externally validate provision and outcomes for pupils with SEND
- Pupil progress meetings
- Termly staff meeting dedicated to SEND

(for further details see Annual SEND Report)

### **Staff Development**

The Senior Leadership Team reviews the training needs of all staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO and SEND/Inclusion Lead ensures staff are informed of local and national developments in relationship to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO/SEND/Inclusion Lead.

### **Medical Conditions**

Corpus Christi Catholic Primary follows the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Lynne Carse is the Medicines Manager in Corpus Christi. She oversees the storage and distribution of medicines throughout school.

(See Medicines in School Policy)

### **The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher informs the Head Teacher and other relevant staff through the CPOMS system and acts upon any advice/instructions. School will be proactive in discussing any concerns in school with parents, in order to find solutions that will work in school and at home. Where appropriate, meetings between parents, staff and SENDCO will be held to encourage working together.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Local Governing Committee will consider the complaint, after which, if necessary, the Academy Trust and/or the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

(See Complaints Procedure)

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the Parents/Carers' SEND Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities

Other related policies:

Admissions, Anti-bullying Policy, Equality Policy, Looked-After Children, Medicines in School, Child Protection and Safeguarding, Teaching and Learning, Inclusion

### **Allocation of Resources**

The SLT SEND lead is responsible for the operational management of resourcing for SEND provision, including the provision for children with EHCPs. The Headteacher informs the governing body of allocation of funding to SEND. The Headteacher and SLT SEND lead agree on how to use funds relating to EHCPs.

### **Partnerships with Parents**

We encourage an active partnership with parents through ongoing dialogue and believe they have much to contribute to our support for children with SEND. Regular meetings are held to discuss and share progress and decision making. Parents are informed prior to any outside intervention work with their child. The school prospectus contains details of our policy and arrangements for children with SEND. The named governor for SEND takes a particular interest and is always willing to talk to parents.

### **Transition to Secondary School**

Before transition to secondary school in September, relevant SEND information is transferred during the Summer term of Year 6 to the receiving school. Some pupils receive additional transition support where necessary.

### **Monitoring and Review**

The SENDCO and SLT SEN lead monitor the movement of children within the SEND system and provide staff and governors with regular summaries of the impact of the policy on the

practice of the school. The Governing Body will review this policy and consider amendments in the light of new findings.

**July 2023**

**This policy will be reviewed in July 2024**