

**Bury Catholic**  
**Preparatory**  
**School**  
**SEND Policy**



Created by: SENCo  
Reviewed by: SENCo  
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# Mission Statement

*BCPS is a happy and caring school community.  
We follow Jesus' example to respect, value and nurture every unique individual  
to develop their God given talents and potential.  
We are a school where faith and future flourish*

## Introduction

**This policy applies to the whole school, including the Early Years Foundation Stage.**

At Bury Catholic Preparatory School we are proud to provide a safe, stimulating and inclusive learning environment where every child is valued and respected. Our creative curriculum and enrichment activities provide opportunities for everyone to succeed and achieve. We are committed to celebrating our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and wider community.

### Legislative compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice January 2015 and has been written with reference in addition to the following guidance and documentation.

- Keeping Children Safe in Education 2020
- Equality Act 2010
- Children and Families Act 2014, particularly part 3
- Teachers Standards 2012
- Statutory guidance on supporting children with medical conditions. Dec 2015
- Mental Health and Behaviour in Schools
- Counselling in school (Feb 2016)
- Accessibility Plan

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice 2015. We aim to:

- Provide every child with access to a broad and balanced education. This means making reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- In regard to children with SEN and disabilities, there needs to be a greater awareness that behaviour, mood, and injury may correlate to abuse not just disability – therefore extra pastoral support is required from all teachers and staff. Any concerns to be passed to Safeguarding Lead.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- Work with parents to gain a greater understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and providing regular feedback on their child's progress and achievements. We endeavour to respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND and use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and Interaction
  2. Cognition and Learning Difficulties
  3. Social, Emotional and Mental Health Difficulties
  4. Sensory and/or physical needs

Continuous monitoring of these pupils with SEND by their teachers will ensure they reach their full potential.

- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- Work in cooperative and productive partnership with outside agencies when the pupil's needs cannot be met by the school alone to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. Some of these services include Educational Psychology Services, Children and Mental Health Services (CAMHS), Bury Additional Needs Team and Speech and Language Therapists. (Costs may be incurred when accessing some of these services and parents will be asked to cover these, where possible)

### **Responsibility for the coordination of SEN**

The person responsible for overseeing the provision for children with SEND is the Headteacher. The person coordinating the day to day provision of education for children with SEND is the SENCo. The SENCo will hold details of all SEND records for individual pupils.

All staff can access:

2. The BCPS Special Educational Needs and Disability Policy
3. A copy of the full SEND Register
4. Guidance on Identification of SEND in the Code of Practice Jan 2015

### **What are Special Educational Needs (SEN) or Disabilities?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. We can identify those if s/he is:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

5. has a significantly greater difficulty in learning than the majority of others of the same age, or
6. 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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

People may have special education needs in any of the following areas:

7. Communication and Interaction Difficulties – including speech and language difficulties, Autistic Spectrum Disorder and Asperger's Syndrome.
8. Cognition and Learning Difficulties
9. Social, Emotional and Mental Health Difficulties
10. Sensory and/or physical needs – including hearing and visual impairment

Slow progress and attainment do not necessarily mean that a child has SEN and will not automatically lead to an Individual Education Plan.

### **Admissions and SEND**

At BCPS attention is paid to supporting and extending the individual needs of all pupils.

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school. Admission of a pupil with SEN is at the discretion of the Governing Body as part of the admissions process. Children entering the

school will normally spend some time in the classroom with their year group and be assessed informally by the class teacher. Parents are also asked to be open and honest about difficulties which have already been recognised. We do not run a full range of diagnostic tests for Specific Learning Difficulties on admission. Any child who, at the admission interview, appears to have a Specific Learning Difficulty, may be referred for further assessments so that the school is able to provide the appropriate intervention. Entry is judged on an individual basis. If the school is made aware of SEN prior to entry, then the discussion to admit will be made on the basis of this knowledge and judgement of whether the school is able to address the particular needs of this child, given its resources, facilities, staffing and current arrangements. Parents may also be asked to fund external educational assessments if considered necessary.

### **Identification and Assessment**

It is the duty of all members of teaching staff to inform the SENCo of pupils about whom they have a concern regarding their access to the curriculum and progress. Parents who have concerns should contact the class teacher or SENCo for further advice and guidance.

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills. All children joining Nursery and Reception class are assessed using Tapestry or BASE on entry and this helps highlight any children who may have gaps in their learning.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress. Children joining Year 1 to Years 6 are assessed using InCAS in the autumn term. The results of these tests are carefully analysed to identify pupils who have gaps in their learning. If a child is found to have specific learning requirement, we offer a specific programme of support.

### **Teaching and Support**

A graduated whole school approach will be used to meet the learning needs of all pupils.

Most pupils will have their needs met through quality first teaching. (QFT) All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. If a pupil has recently been removed from the SEND Register they may also fall into this category as continued monitoring will be necessary. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team, the SENCo.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
4. Pupil Progress Meetings with the SENCo/Head to provide advice and guidance on meeting the needs of pupils with SEND.
5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
6. Attendance and behaviour records.

All pupils have individual national curriculum targets set to ensure ambition. Parents are informed of these via the Termly Target Letters and also at Parents' Evenings twice a year. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, Head and Deputy and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

When a pupil has been identified as requiring a provision that is '*additional to, or different from*', that made generally from others of the same age, or is showing significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND register under one of the four categories. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

At this point parents or carers will be informed and will be invited to discuss the additional support that is required and how best they can assist their child with their home-school learning. An **Individual Education Plan** will be put in place and reviewed termly. Pupils who are identified as having SEND **will no longer** be categorised by School Action, School Action Plus or pupils with a Statement. Instead the SEND register will identify pupils as those with an Education Health and Care Plan (statement) and those without.

The provision required for each pupil will be specific to that pupil's needs and where possible school will seek and follow advice from additional professionals such as speech and language therapists, occupational therapists, psychologists and specialist teachers from the Bury Additional Needs Team. **Please note: parents will be asked to meet the costs of involving these services because the LEA has withdrawn funding in the independent sector.** Where several professional agencies are involved, an Early Help Family Support Plan (formally known as a CAF) may be advised to ensure a cohesive approach is taken towards monitoring and meeting a pupils needs.

Where the needs of a pupil has been identified, an individualised programme will be implemented and delivered by a teaching assistant. Teaching assistant support will also be implemented where applicable to ensure that funded pupils with an EHCP are able to access the curriculum.

All children who are on and IEP must have a yearly Pupil Passport.

The support provided consists of a four-part process following an: assess, plan, do and review model. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess – Plan – Do – Review cycle when children access an IEP**

**a. Assess.** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are quickly identified and being overcome and that interventions being used are developing and evolving as required

**b. Plan** Planning will involve consultation between the teacher, SENCo and parents to agree the type of interventions and support required; the expected impact on progress, development or behaviour that is expected and a clear date for review – when the intervention has been delivered. Parental involvement may be sought where appropriate, to reinforce or contribute to progress at home.

**c. Do** SEND support will be recorded on a provision map and the child will have an Individual Education Plan that will identify a clear set of expected outcomes, which will include relevant targets that take into account the parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. Throughout the process, the class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility, even where the interventions may involve group or 1:1 teaching, away from the classroom. They will work closely with the teaching assistant, planning and assessing the impact of the interventions, making links within the classroom where necessary. The SENCo will support the class teacher further, implementing new interventions and approaches when necessary, further assessing the pupil's strengths and weaknesses.

**d. Review** Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the child and parents. The class teacher, with the SENCo's support, will revise the provision and outcomes based on the child's progress and development, making necessary amendments going forward, in consultation with parents and child.

### **Referral for an Education, Health and Care Plan**

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This is usually requested by the school but can be requested by a parent/carers. This will occur where the complexity of need or

lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education Health Care Plan will be taken at a progress review meeting.

The application for an Education Health Care Plan will combine information from a variety of sources including:

Parents

Child

Teachers

SENCo

Social Care

Health Professionals

Information will be gathered relating to the current provision provided, provision maps that have been delivered and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an Education Health Care Plan.

**NOTE:** A transition period until March 2018 has been allowed for local authorities (LAs) to move existing statements of SEN to EHC plans. The two systems will, therefore, be running side by side for several years.

For further information about EHC Plans and advice contact **Bury SENDIS – Special Educational Needs and Disability Information Advice Support Services**. Bury SEND IAS service is an independent, impartial and confidential service and the team are legally trained and qualified in Special Educational Needs and Disability law. The service is FREE to parents, carers and young people who live in Bury who have or may have a Special Educational Needs or a Disability.

## **Bury SENDNI**

### **Opening Hours:**

Monday - Friday 9am-5pm

### **Address:**

Suite 36,  
Imperial House,  
79-81 Hornby Street,  
Bury  
BL9 5BN

### **Telephone number:**

0161 705 4366

### **Website:**

[www.iassbury.co.uk](http://www.iassbury.co.uk)

## **An Education, Health Care Plan**

- a) Following Statutory Assessment, an EHCP will be provided by an LEA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have a right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the child's records and reviewed annually, at least, by staff, parents and child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Where a Local Authority concludes that a child with an EHC plan should be placed into an independent school and names the school in the statement/EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's statement/EHC plan is made. This will include paying the fees charged by the independent school. The day-to-day practical responsibility of making provision rests with the school.

If an LA is satisfied that the provision set out in a statement/EHC plan can be made more economically in the state sector, it may decline to name an independent school in a statement/EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice, so long as the Local Authority is satisfied that the arrangements are suitable. From September 2014, LAs have discretion to make payments to assist parents to make their chosen independent school suitable. This practice was previously common but not underpinned by law.

## **Inclusion of pupils with SEND and allocation of resources**

The Headteacher and SENCo oversee the school's inclusion policy and they are responsible for ensuring that it is implemented effectively throughout the school.

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

The Headteacher and SENCo decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Headteacher and SENCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled, if necessary, with the school nurse and parents and if appropriate, the pupil themselves. Staff will administer and supervise medications. If necessary they will complete formal training. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2014' and identified in the school Medicine Administration Policy.

## **Evaluating the success of provision**

In order to make consistent progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires and discussion through termly progress meetings with parents and pupils.

Feedback from meetings are recorded on the provision maps. Parents are also asked to sign the child's IEP.

Pupil progress will be monitored on a termly basis, using assessments from Rising Stars, in line with the SEND Code of Practice 2015. SEN provision and interventions are recorded on provision maps and Individual Education Plans which are updated termly. These interventions are updated, monitored and evaluated by class teachers and the SENCo and information is fed back to parents, staff, pupils and SEND Governor. This helps to identify whether provision is effective.

### **Parental concerns and complaints**

If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Mrs R Prince. Parents may also contact the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. If you are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The SENCo
- The Headteacher,
- For complaints, please contact the Chair of Governors

### **In service training**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to children with SEND. The SENCO attends relevant courses run by Bury LEA and facilities relevant external training opportunities for all staff.

### **Links to outside agency involvement**

The SENCo is the designated person responsible for liaising with the following:

Bury Educational Psychology Service

Bury Additional Needs Team

Social Services

Speech and Language Services

Healthy Young Minds (formally known as CAMHS)

### **Working in partnership with parents.**

Bury Catholic Preparatory School believes that a close working relationship with parents is important to ensure:

1. Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
2. Progress of children with SEND is celebrated and recognised
3. Personal targets are set and met effectively

### **Links with other schools**

Transition to High School

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

### **Transferring information to local schools**

For pupils transferring to local schools, the SENCo from both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## Appendix 1 – example of provision

## Appendix 2 - definitions

### APPENDIX 1

Below is an example of the provision provided by Bury Catholic Preparatory School and the tiered response to individual needs.

Quality First Teaching (QFT)	SEN Pupils without an EHC Plan	SEN pupils with an EHC Plan
<p>Differentiated curriculum</p> <p>Differentiated delivery</p> <p>Differentiated outcomes</p> <p>Increased visual aids – letter formation, number lines</p> <p>Visual timetable</p> <p>Illustrated dictionaries</p> <p>Use of writing frames</p> <p>Alternative recording methods</p> <p>General ICT access with appropriate software</p> <p>Sensitive grouping/pairing/buddy system</p> <p>Spelling banks for new subject specific words</p> <p>Structured school and class routines</p> <p>Use of symbols for understanding</p> <p>Individual work station</p> <p>Whole school/class reward system/individual reward systems</p> <p>Whole school/class rules/whole school policy for behaviour.</p> <p>Circle time as part of PSHCE</p> <p>Use of positive language to promote self esteem</p> <p>Time out facilities</p> <p>Desk slopes</p> <p>Overlays/coloured sheet</p>	<p>Quality First Teaching</p> <p>Named as part of provision mapping</p> <p>Group intervention for English</p> <p>Group intervention for maths</p> <p>Additional phonics support</p> <p>Speech and language support</p> <p>Time out/anger management support cards</p> <p>Group intervention for behaviour and emotional support</p> <p>Sensitive class seating</p> <p>1:1 Reading intervention</p> <p>1:1 Phonics intervention</p> <p>1:1 Maths intervention</p> <p>Communication and Support from external agencies</p> <p>Support from Additional Needs Team; CAMHS.</p>	<p>Quality First Teaching</p> <p>Assistance and support in line with individual EHCP (statements)</p>

## **Definitions**

**SEN Code of Practice** - Practical guidance to LEAs and the governing bodies of all maintained schools

**SEND** – Special Educational Needs and Disability

**SENCo** – Special Educational Needs Coordinator

**EHCP** – Education, Health Care Plan.

**CAMHS** - Child & Adolescent Mental Health Service

**Inclusion** - School provides flexible curriculum and increased capacity to meet needs of all pupils

**LEA** - Local Education Authority

**SLT** – Senior Leadership Team

**TA** – teaching assistant

**Quality First Teaching** - The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). It is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.