



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



Blessed Dominic Catholic Primary School



Special Educational Needs and Disability Policy

Date of Policy - December 2021

Date of review - December 2023



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 2013
- Safeguarding Policy
- Accessibility Plan
- Single Equalities policy
- Teachers Standards 2012

This policy was created by the school's Inclusion coordinator in liaison with the SLT, Governors, staff and parents of pupils with SEND.

Name of the Inclusion Lead: Mrs Dora Sowa – (Inclusion Lead and a member of the Senior Leadership Team)

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Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instil, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, to empower them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN – BELIEVE

At Blessed Dominic School we recognise that every pupil should be treated as an individual and is respected and valued regardless of any difficulties they may have. A child's special educational needs are related both to abilities and disabilities and to how he/she relates and interacts with the environment.

Ultimately this means eradicating barriers which inhibit the development of individual potential and choice. All pupils within our school share equal rights to a broad and balanced curriculum and to be treated with an equal degree of concern for their educational development irrespective of their gender, ethnicity, level of ability, religion, social circumstances or any physical disability.

We define SEND in the following way;-

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

Every teacher is a teacher of every child including those with SEND.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

AIMS

The aims of our SEND policy are as follows:

- To identify pupils who have any special educational needs and to make appropriate provision for them.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need.



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



- To encourage and prepare all pupils to take up places in an integrated community where each feels valued as an individual with a contribution to make.
- To fulfil our duty of providing all pupils with access to a broad and balanced curriculum through differentiation and provision.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To involve parents/ carers in the identification and review of the targets set for individual children and those targets identified in the child's School SEND Support Plan
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school follows the guidance contained in the SEND Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are: -

Communication and Interaction;
Cognition and Learning;
Social, Mental and Emotional Health;
Sensory and/or physical needs

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where possible we will meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are high quality and effective.

At Blessed Dominic's the quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils.

However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the Inclusion Lead. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Additional interventions and targeted



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



support will be provided. Pupils will only be identified as SEND and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. We may reassess needs, if appropriate through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the child, and plan the next strategies. This may involve engaging the child in an appropriate programme as part of our Provision Map and drawing up a SEND Support Plan.

Any provision made and subsequent progress will be discussed and reviewed regularly, with all concerned to ensure that it is having an impact on achievement. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we draw on more specialised assessments from external agencies and professionals provided by the LA.

We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. A SEND Support Plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the Inclusion Lead and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

A Special Educational Needs & Disability Individual Support Plan will detail:

- The child's diagnosis, if they have one,
- Exactly what support / interventions are in place,
- Professionals who are involved with the child's learning
- Data over a 1-year period to show progress over time.
- Clear long term, and related short term outcomes to be achieved within a given time frame.

All SEND Support Plans are reviewed at least termly and we acknowledge that they are only effective if they are living records that are regularly monitored and revised. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers the need to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care Plan.

Where a child has an EHC Plan, (formerly a Statement) we will carry out an annual review which parents/carers, child (where appropriate), outside agencies, Inclusion Lead and other staff, as appropriate, will be invited to attend. A six-month review will be held for children under the age of 5 years old and an annual review will be held for children over the age of 5 years old.



ROLES AND RESPONSIBILITIES

The governing body will;

- Appoint an SEND Governor.
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEND Code of Practice.
- Report to parents/carers on the implementation of the school's policy for children with SEND in the school profile and school prospectus.
- Ensure that they are up to date and knowledgeable about the SEND provision in the school, including funding, resources and personnel resources.
- Ensure the appointment of a suitably qualified SENDCO or Inclusion coordinator
- Ensure they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed.

Currently the Inclusion Lead is Mrs. Dora Sowa who is responsible for coordinating the provision of special educational needs throughout the school.

The role of the Inclusion Lead is to:

- Ensure day to day operation of the SEND Policy and the Deployment of Teaching Assistants
- Provide advice to staff supporting children with SEND, liaising with them and supporting the completion of SEND Support Plans.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Line manage the SEND Teaching assistants.
- In consultation with class teacher, set up, monitor and review SEND Support Plans.
- Overseeing and maintaining resources for special educational needs
- Liaising with outside agencies
- Contributing to and, where necessary, leading the continuing professional development of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the Head and governing body.
- Coordinating the support available to children with SEND.
- Together with the class teacher liaising with parents/carers of children with SEND
- Maintaining and monitoring a Provision Map which details the various programmes and arrangements in place to meet identified needs.



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



- Working alongside teacher for Dyslexia and Intervention teachers to ensure that children are receiving effective support.
- Liaise with outside agencies to get the necessary support for the SEND child and their family.

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The Inclusion Lead will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEND.

SUPPORTING PUPILS AND FAMILIES

Parents should refer to the LA local offer for information and support and to access links with other agencies. This is available on our website together with Admission arrangements. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEND, and parents are included in all arrangements regarding transition.

Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes.

OUTSIDE AGENCIES

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion coordinator will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include the Educational Psychologist, Learning Support Team, Physical and Sensory Impairment (including Hearing Impairment services) Support Service team, Speech Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's SEND Support Plan in order to ensure children's attainment is raised.

MONITORING AND EVALUATING OF SEND

- A SEND action plan is written every year and is reviewed termly
- All teachers are aware and understand the principles of the SEND policy.
- There is regular monitoring of progress in relation to the Pupil's targets
- All children are assessed half termly and data is moderated to ensure progress.
- A Provision map monitors the interventions that take place in the school and provides data which ensures that the children are making progress



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



- Termly Pupil progress meetings take place to discuss the needs of all children and allows staff to discuss their concerns regarding any child who is not making enough progress or that they have concerns about.
- Workbooks are regularly monitored to ensure that the children are making progress and that what they are being taught is at an appropriate level.
- All parents have access to the information or advice and will be offered appointments to discuss any concern with the Inclusion coordinator or class teachers.
- The views of the parents are always sought and considered.

CRITERIA FOR EXITING SEND.

If a child makes extended progress over a period of time and no longer needs the interventions or support that they are being given, after discussion with the Inclusion Lead, parents and adults involved with the child, this support will gradually be removed. Ongoing assessments will continue to take place to ensure that the expected or above expected progress continues to be made.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. This also includes Mental Health and Well-being which is an important issue in society.

Some may also have SEND and may have a statement or Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see school's policy on managing the medical conditions of pupils.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All SEND training needs of staff are identified and monitored by the Inclusion Lead.

The school's Inclusion Lead regularly attends the LA SENCO network meetings and conferences in order to keep up to date with local and national updates in SEND. The school is a member of NASEN.

Many of the resources used by children with SEND are available within the classroom and are updated as the needs of the children develop.



ADMISSIONS

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school’s policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child’s needs are fully met.

If a child is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

DEALING WITH COMPLAINTS

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Lead and/or Head teacher. Should the matter still be unresolved the parents/carers should contact the ‘responsible person’ on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

BULLYING

Please refer to the Behaviour Policy

CRITERIA FOR EVALUATING THE SUCCESS OF THE POLICY

The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as the needs arise.

The range of support made in the school each year in response to identified need is detailed in the Provision Map.

Headteacher:		Date:	December 2021
Chair of Governing Body:		Date:	December 2023