The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

SEND POLICY

Policy Approved By:	Full Governing Body
Date of Approval:	**June 2025**
Date of Next Review:	**June 2026**

'The Rosary Mission Statement
'Together as God's children,
We realise our dreams,
Inspiring and encouraging one another
To reach our true potential,
Transforming our world
Through our unique gifts.'

Document owner and Approval

The Executive Head Teacher is the owner of this document and is responsible for ensuring that this policy is reviewed in line with School's policy review schedule.

A current version of this document is available to all members of staff on the school website.

Signature: Date:

AIMS

- To create a positive, supportive environment in which all children are included, valued and challenged.
- To identify children with SEND as early as possible and ensure their needs are met.
- To ensure all children with SEND make the best possible progress.
- To ensure positive and effective communication between parents and school as soon as SEND has been identified.
- To ensure children with SEND have their views heard and are fully involved in decision making with regard to their education.
- To provide clear guidance for teachers, support staff, parents and governors regarding the implementation of the Code of Practice.
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND.
- To support The Rosary, volunteers are encouraged to come into the school. Volunteers, including parents, will need to be specially trained.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS.

The SEND Code of Practice (2014) states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

INCLUSION OF CHILDREN WITH SEND

Inclusion at Rosary school means:

- All children have an entitlement to a broad and balanced curriculum, which is differentiated to meet the needs of all our children.
- Welcoming children from all backgrounds.
- Accepting all children regardless of difficulties or disabilities
- Equality of opportunities for all children
- Respecting the rights of all children in line with the Children and Families Act 2014 .
- Carefully considered planning and appropriate adjustments to teaching and learning.
- Ensuring a holistic approach to all our children including the development of their social and emotional well being.

- Working collaboratively with parents, and Outside Agencies to ensure the best possible outcomes for our children.

Rosary school has a clear admissions criteria which is available on our website.

ROLE OF THE EXECUTIVE HEADTEACHER and HEAD OF SCHOOL

- The Executive Headteacher and Head of School are responsible for the day to day management to ensure provision for children with SEND as described in the SEND policy.
- Is responsible for informing the Governing Body of developments in SEND provision.

ROLE OF THE GOVERNING BODY

- The Governing Body- in co operation with the Executive Headteacher and Head of School - determines the school's general policy and approach to provision for children with SEND .
- The Governing Body- in co operation with the Executive Headteacher and Head of School establishes the appropriate staffing and funding arrangements for SEND provision.

ROLE OF THE SENDCO

- The SENDCO is responsible for co-ordinating the Whole school SEND policy and provision and works closely with the Executive Headteacher and Head of School.
- Is responsible for liaising with parents and carers of children with SEND.
- Is responsible for providing parents with an information leaflet if a child is put onto the SEND register.
- Is responsible for the maintenance of files containing cumulative information such as specialist reports, past IEP's and reviews.
- Is responsible for the maintenance of the School Provision map.
- Is responsible for maintaining a track of the number of children at different stages of SEND.
- Is responsible for ensuring staff are properly trained for their role in SEND provision.
- Is responsible for liaising with External agencies.
- Is responsible for providing professional guidance.

ROLE OF THE CLASSTEACHER

- The class teacher is responsible and accountable for the progress and development of all the children in their class, including where children access support from TA's or other Specialist staff.
  Quality first teaching is our first step to responding to pupils who have SEND. This will be differentiated for individual pupils.
- Is responsible for following the proper procedures for identifying, assessing and making provision for children with SEND.
- Is responsible for informing the SENDCO and parents of any child who is identified as having an area of need.
- Is responsible for working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Will implement specific targets and promote appropriate learning strategies aimed at enhancing learning.

ROLE OF SEND TAs

- The SEND TA is responsible for working under the guidance of the class teacher and SENDCO to ensure appropriate provision for the children in their care.
- Is responsible for liaising regularly with the class teacher, SENDCO, Outside Agencies and parents as and when appropriate.
- To support pupils with their learning under the direction of the class teacher and /or SENDCO, implementing strategies recommended by the teacher.

IDENTIFICATION, ASSESSMENT AND PROVISION

The Code of Practice (2014) recognises four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social ,Emotional and Mental Health
- Sensory and/or Physical

At Rosary school, we believe that early identification of any kind of SEND is vital .The class teacher will inform the SENDCO of any concerns at the earliest opportunity. The SENDCO and class teacher will then follow the "graduated approach" as outlined in the Code of Practice (2014) which is:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of a pupil grows. This cycle enables the identification of those interventions, which are most effective at supporting the pupil to achieve good progress and outcomes.

The classteacher and the SENDCO will assess and monitor the child's progress in line with existing school practices and with the addition of further assessment tools and outside agencies as and when appropriate.
The SENDCO liaises with teachers, parents and Outside agencies to ensure the child is provided with an appropriate programme of Intervention and support. This is then reviewed to ensure progress has been made.

Reviews will be undertaken in line with agreed dates and will evaluate the impact and quality of support and interventions.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If satisfactory progress has not been made after:

- high quality teaching
- focussed interventions have been implemented and reviewed
- Outside Agency input has been sought, and recommendations implemented.

Interventions could include:

- Small group Maths support
- Small group English support
- Read Write Inc
- Language for Thinking
- IDL
- Numicon
- Lego Therapy
- Drawing and Talking

This is not an exhaustive list.

Then it may be necessary in consultation with parents to consider carrying out a Statutory Assessment of the child's SEND. If the Local Authority agree to carry out a Statutory Assessment of the Child's SEND, this may result in an Education, Health and Care Plan being put in place.

EDUCATION, HEALTH AND CARE PLANS

Whilst most pupils needs are met through the strategies and additional support put in place by school, a very small number of children may have long term or significant and complex needs. In this instance the school (or parent) can request a Statutory Assessment.
The LA will then gather information from all professionals involved with the child and the parents. If appropriate an EHCP plan will be drawn up which will highlight the needs of the child, the Outcomes expected and the provision given by the LA.

WORKING WITH PARENTS/CARERS

- AT Rosary School we believe that children fulfil their potential when staff and parents/carers work together.
- Parents are immediately informed when concern is raised about their child.
- Parents will be given an information leaflet when their child is placed on the SEND register, to explain SEND and where and who they can go to for help.
- Regular parent/teacher meetings are held throughout the school year and further meetings are organised as and when appropriate.
- All Outside Agency advice or Input is discussed with parents.
- Parents can access information about SEND including our School Offer and the Local Authority Offer on the school website.

ALLOCATION OF RESOURCES

In addition to the school resources Rosary school can access the following Outside Agencies:

- Educational Psychology
- Learning Advisory teacher
- Behaviour Advisory teacher
- Physical Disability Team
- Visually Impaired Advisory team
- Speech and Language therapy
- CAMHS

Rosary School SENDCO: Becky Shickle

SEND Policy reviewed: June 2025

Next review date: June 2026