

OUR LADY OF LOURDES RCPS SEND POLICY

Policy approved by: Governors

Date: February 2024

Last reviewed: February 2024

Next review: February 2028

Mission Statement

At Our Lady of Lourdes RC Primary School, we follow in the footsteps of Jesus to Love, Learn and Grow.

Vision Statement

Our Vision is that Our Lady of Lourdes is to be at the heart of the parish community, aspiring to create learners of love and of life in a stimulating Catholic environment.

We aim to do this by:

- Valuing each person as a unique creation of God.
- Encouraging the responsibility of own personal learning journeys.
- Providing inspiring, creative, challenging and innovative learning opportunities for all children, families and staff to enable them to achieve personal goals and full potential.
- We strive to be a happy, welcoming and caring community who seeks to Christ and the gospel values for inspiration and guidance.

Our Lady of Lourdes RCPS is an inclusive school. We recognise that all children are a unique creation of God. We recognise that every child is entitled to a broad, balanced, relevant and differentiated curriculum. All of our children are entitled to experience success and feel valued.

Our Lady of Lourdes we:

- Value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensure that all teachers are teachers of all children including those with SEND
- Ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
- Ensure that all our pupils are involved in decisions made about them and their education
- Ensure that we involve our parents in their child's education and keep them informed about their child's progress.

Aims and Objectives

1. To identify and provide for all pupils including those who have special educational needs and additional needs.
2. To raise the aspirations and expectations of all pupils.
3. To value the uniqueness of each child in school and provide a planned curriculum that supports all children to achieve their potential and fully develop their abilities.
4. To work within the guidance provided in the SEND Code of Practice, 2014 and to provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEN Inclusion Policy.
5. To operate a consistent whole school approach to the management and provision of support for special educational needs.
6. To provide support and advice for all staff working with special educational needs pupils.
7. To work in partnership with the local authority and outside agencies when required to ensure there is a consistent multi-agency approach to supporting learners.
8. To ensure all pupils are involved in decisions made about them and their education.
9. To support children with SEND in moving school or class through an effective transition programme.
10. Make sure our school fully implements national legislation and guidance regarding pupils with SEND
11. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
12. Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
13. Make sure the SEND policy is understood and implemented consistently by all staff

This policy is based on the statutory guidance from:

Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

Part 3 of the Children and Families Act 2014,

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definition of Special Educational Needs and Disability

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Four Areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
-------------------------------	---

Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Staffing

SENDCO – Mrs Kay Weston (BA, PGCE, NaSENDCO)

Mrs Weston ensures that the Special Educational Needs and Disabilities policy works within the guidelines and requirements of the Children and Families Act 2014, SEND

and Disability Regulations 2014, Equality Act 2010 and the new SEND Code of Practice September 2014. Mrs Weston ensures that the schools provision for children with additional needs is met and children's progress evaluated on a regular review through the graduated approach following an 'Assess, plan, do, review' process. Mrs Weston provides regular written reports to the governors for discussion at meetings,

SEND Governor – Mr Graham Johnson. Mr Johnson monitors and evaluates provision and reports to the Governing Body.

Class teachers – all children are entitled to 'Quality First Teaching'. All class teachers are responsible for the teaching of all children including those with SEND. Teachers provide a differentiated curriculum which meets the needs of all their learners. They monitor and evaluate children's progress and set targets for them regularly. Teachers discuss with the SENDco any concerns they have regarding individual children and they discuss the provision maps and the 'Assess, plan, do, reviews'.

Special Support Assistants and Teaching Assistants – they carry out the planned interventions and support children in the class setting where children receive quality first teaching. Support staff report back to the class teachers and the SENDco.

Roles and responsibilities

SENDCO – Mrs Kay Weston

- Coordinate provision for SEND pupils.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Liaise and advise fellow colleagues on issues relating to SEND.
- Ensure all SEND records are kept up to date.
- Liaise with parents at every step in the SEND process.
- Monitor the impact of interventions.
- Organise effective pupil centered reviews.
- Monitor the progress of SEND pupils on a termly basis.
- Coordinate and develop school based strategies for the early identification and review of pupils with SEND.
- To inform the governing body how the funding allocation has been used to support special educational needs.
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Executive headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the Executive headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Executive headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Executive headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Designated Teacher with Safeguarding responsibilities – Mrs Weston

- Designated teachers should take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked after children learn and achieve and how the

whole school supports the educational achievement of these pupils.

The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor Graham Johnson

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- To have an overview on pupil progress.
- To liaise with the SENDCO on a regular basis

- To keep up to date with new policy and procedures in light of SEND reforms.
- To be involved in the review and formulation of SEND priorities for the School Improvement plan each academic year.

Executive Headteacher and Senior leadership Team

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to bi annual meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Identifying Special Educational Needs

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the Executive Headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities. Every teacher is a teacher of every child or

young person including those with SEND.

All teachers are responsible for identifying pupils with special educational needs as early as possible. This could be through teacher assessments, lesson observations, feedback from other staff, information from parents etc.

Pupils are only identified as SEND if they do not make adequate progress once they have had access to adjustments in the curriculum, appropriate interventions, and good quality personalised teaching. Class teachers who have concerns about a child's progress after adaptations have been in place will complete an initial concern form and send to SENDCO and contact parents. The SENDCO will then conduct a review of the child's provision and offer further advice and guidance. The SENDCO may place the child on the SEND register and inform parents.

The Graduated Approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Our Lady of Lourdes approach to SEND Support

- Quality first teaching is the first step in providing support for children. This involves adapting the curriculum for individual pupils to meet their learning needs.
- Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. The progress of SEND pupils forms part of the agenda in pupil progress meetings held each term with the Executive Headteacher and or SENDCO
- The school's robust monitoring systems will quickly highlight pupils whose progress is inadequate. After discussions with staff, this might lead to the conclusion that an individual pupil requires help "additional to" or "different from" other pupils in their class.
- Parents and pupils are notified and involved in the discussions, setting targets with their child as part of the assess, plan, do and review cycle.

- For higher level of need, outside agencies are involved, providing more specialised assessments and supporting evidence in applying for an Education, Health and Care plan if deemed appropriate.

Managing Pupils on the list of SEND children

- A pupil who consistently requires support “additional to or different from” their peers may be included on the SEND register after discussions with parents or carers.

This additional type of support may include:

- Different learning materials or specialist equipment.
- Some small group or individual support on specific intervention programmes to support their level of need eg additional phonics, Precision teaching, , Emotional Literacy etc.

Interventions are carried out for an agreed period of time and follow the ‘assess, plan, do and review cycle’. If the child has made good progress and is achieving in line with their peers, the decision is made to remove them from the SEND register and continue to monitor progress through quality first teaching. If more support is required, it may be decided to continue to run the intervention for a second period of time, or try a different intervention. Once again this is recorded by the class teacher and forms part of the assess, plan, do and review cycle.

The use of outside agencies:

- If after two cycles of assess, plan, do and review, little or no progress is evident, the child SENDco may seek advice from outside agencies such as the OutReach Team
- The external specialists may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. This may then form the third cycle of assess, plan, do and review.

School Request for an Education, Health and Care Plan:

- A request will be made by the school or parents to the LA, if the child demonstrates a significant cause for concern. The LA will be given information about the child’s progress over time, and will also receive

documentation in regards to the child's special educational needs and any provision or action put in place to support those needs

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Before a child starts at Our Lady of Lourdes

Our foundation stage teacher visits children at their nursery or pre-school setting before they start our Reception class and completes home visits. They talk to the providers and parents about any concerns they may have. Through our links with local schools and nurseries we are able to identify children who may require more support well before they join our Early Years setting. If a need is identified we will arrange meetings with parents, the nursery or school and any other agencies involved before the child starts school to ensure we have the correct provision in place.

If a pupil is joining the school outside of Reception and

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Outreach Team
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners, they will be given support to play an active and valued role in their child's education.

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational needs provision.

When we are aiming to identify whether a pupil needs special education needs provision, we will have an early discussion with the pupil and their parents and carers. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

At all stages of the SEND process, the school keeps parents fully informed and involved. Parents of children following a graduated approach of support will meet termly with class teachers to discuss provision and progress. Class teachers discuss progress bi-annually at parent's evenings and the SENDCO is always available for further discussions if needed. Parents of children with an EHCP are encouraged to be part of their child's person centered review held on an annual basis (every 6 months in EYFS).

Parents also have access to the school's SEND information report on the school website as well as our policy for special educational needs. They can also contact the school to arrange an appointment with the SENDCO if they need to discuss any issues in more detail.

For access to the school SEND information report follow this link:

<https://www.ololbury.com/send/>

For access to the local offer follow this link:

<https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

Pupil centered reviews

These are held annually for those children with an Education, Health and Care Plan (bi-annually for children in EYFS). Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, either orally, through pictures, or in a written form, as well as be actively involved and present at their own review when possible.

Transition meetings from class to class are held annually, with class teachers sharing information about pupil progress and targets. For any child involved in a transition review for High school, the SENDCO from the receiving school is invited so information can be passed on and both pupil and parents have an opportunity to ask questions or discuss any issues they may have.

Supporting pupils at school with medical conditions

We recognise 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, school will comply with its duties under the equality act 2010.

Some pupils may also have special educational needs and may have a Education, Health and care Plan (EHCP) which brings together health and social care needs as well as their special educational provision. School will ensure that the SEND code of practice (2014) is adhered to in all circumstances.

Monitoring and Evaluating SEND

The class teacher as well as the SENDCO is responsible for monitoring the progress of all pupils with special educational needs and disabilities. This information is shared with the SEND link Governor, Mr Johnson. The SENDCO supports teachers where necessary, in drawing up plan do review cycles with SMART targets and deciding on the most appropriate interventions to support the pupil's needs.

The SENDCO shares information on pupil progress with the SLT on a termly basis.

Parents and pupils are encouraged to evaluate the provision on offer in the school through completing person centered review forms prior to any meeting.

The evaluation and monitoring systems that are in place promote an active process of continual review and support priorities in our School Improvement Plan.

Training and Resources

In order to maintain and develop the quality of teaching for pupils with SEND, all staff are encouraged to undertake training and development. This training is either provided by the Local Authority, other external providers or organised within school.

Training organised in school links to school improvement priorities and outcomes of monitoring reports carried out throughout the year. Training for Teaching Assistants is carried out by the SENDCO. Staff are given the opportunity to observe other colleagues and share good practice.

The impact of any training is discussed and feeds back into the school improvement cycle.

Training will regularly be provided to teaching and support staff. The Executive Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The SENDCO regularly attends the LA's network meetings in order to keep up to date with current policy and practice.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress,
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Termly Pupil Progress meetings
- Regular SEND focused learning walks
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Accessibility

Key Objective:

To reduce, and, where possible, eliminate barriers for disabled people, particular reference is placed on accessing the curriculum, physical environment and providing information, and for pupils, parents and carers, to have full participation within the school community.

Access to the Curriculum:

The school provides all pupils with a broad and balanced curriculum, which is

differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. All pupils are fully included in all aspects of the curriculum including Physical Education and after school sporting activities.

Physical environment

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes. School is equipped with one disabled toilet with accessible facilities and fittings. All external doors are fitted with ramps for easier access for wheelchair users.

Provision of information

Where English is an additional language for parents, school will make every effort to provide a translator for the parent's language.

Dealing with complaints

Any matters of complaint from parents try to be dealt with effectively and efficiently. In the first instance, parents are encouraged to speak to their child's class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment can be made with the SENDCO and/or the Executive Headteacher where the issue can be discussed further. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Minutes of all meetings are kept in school as a record of what has been discussed.

Bullying

At Our Lady of Lourdes RCPS we have a zero tolerance policy regarding any form of bullying. Our Anti Bullying policy is available to read on the schools website.

Links with other policies and documents

Policies linked to the SEND policy:

- SEND Information Report
- Anti-Bullying Policy
- Dyslexia Friendly School Policy
- Positive Mental Health Policy
- Well-being and Readiness to learn policy
- Attendance Policy
- Complaints Policy
- Safeguarding Policy
- Bury Local Offer
- Teaching and Learning Policy

Monitoring the policy

This policy will be reviewed by Kay Weston – SENCO every two years It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the school governing body