

Our Lady Queen of Peace Catholic Primary School



Mission Statement

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Special Educational Needs and Disabilities Policy

Head Teacher - Mrs Reilly-O'Donnell

Deputy Head Teacher – Mrs Maher

SENDCO - Mrs Fish

SEND Governor – Cllr A Lawson

Agreed:

Date: 31.3.20

Review Date: Spring 2022

Definition of Need

In this policy, 'special educational needs' refers to a learning difficulty or disability which calls for special educational provision to be made. The SEN Code of Practice (2014) says a child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- 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 primary school.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

(Section 20, Children and Families Act 2014)

Definition of special educational provision

Special educational provision means:

- for children aged two years or more or a young person, educational or training provision which is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools and maintained settings.

(See Section 21, Children and Families Act 2014)

Special educational provision is provision designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

Definition of Disability

Under the Equality Act 2010, a disability is"

" ... a physical or mental impairment which has a long – term and substantial adverse effect on the ability to carry out normal day-to-day activities."

Many children and young people who have SEN may have a disability under this definition. This definition includes sensory impairments and long-term health conditions. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(Paragraph xviii, SEN Code of Practice 2014)

Areas of Need

The SEN Code of Practice identifies four distinct areas of special educational needs:

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

Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication.

Children and young people with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning or support.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Our Lady Queen of Peace Primary School will have due regard for the SEN Code of Practice when carrying out its duties towards pupils with special educational needs and will ensure that parents are notified when SEN provision is being made for their child.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Rationale

The following policy is informed by the Special Education Needs Code of Practice 2014 (updated in April 2015) which the school has a statutory obligation to adhere to.

Aims and Objectives

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2015 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum and reasonable adjustments.

Roles and Responsibilities

The Class teacher - responsible for:

- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need. They will inform the SENDCO about the children where necessary.
- Writing Pupil Progress targets/ Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for the child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Keeping SEN files in class up to date both in class and ensuring the correct paperwork has been given to the SENDCO.

- Recording on CPOMS any concerns, meetings about the child or if an outside agency has come into school to work with the child.

The SENDCO – Mrs Fish - responsible for:

- Developing and reviewing the school's SEND policy.
- The Information Report and ensuring it is available to all parents.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are.
 - a) Involved in supporting their child's learning.
 - b) Kept informed about the support their child is receiving.
 - c) Involved in reviewing how their child is doing.
- Liaising with all the other people who may be coming into to school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register and making sure that records of progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Completing Annual Review Paperwork.
- Keeping children's SEN files up to date.
- Making sure teachers are kept informed and given relevant reports or the reports are added to CPOMS.
- Staff development and training.

The Headteacher - Mrs Reilly-O'Donnell and in her absence Deputy Headteacher – Mrs Maher - responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Involvement with parents as partners in the learning process.
- Co-ordinating the work of the teaching assistants.
- Participating in TA development programmes.
- Determining the pattern of work, timetable and role of the SEND Coordinator.
- Dealing with queries or complaints from parents.
- Liaising with the SENDCO.
- Liaising with the LEA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other.

- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEN within the school.
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENDCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.
- Add any additional information to CPOMS.

The SEND Governor – Mrs Lawson - responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Establish an SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Meet with the SENDCO to discuss SEND within the school.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Identification and Assessment of Special Educational Needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Although the table is an academic guide for Teachers, children such as those with ASD, may be identified through observations of their social interaction and not necessarily on their academic achievements because such children can perform extremely well academically.

The broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical needs. Only some of these needs can be identified by an academic attainment table as shown below:

Identify SEN

	Expected Level	Below Average/Monitoring	School Action/School Support	May Require a Health and Care Plan.
Reception	Expected standard met within the Reception Curriculum.	Working towards the expected standard within the Reception Curriculum.	Emerging towards the expected standard within in the Reception Curriculum. (Working within the Foundation Stage Curriculum)	Working at least two years below Reception Curriculum.
Year One	Expected standard met within the Year One Curriculum.	Working towards the expected standard within the Year One Curriculum.	Emerging towards the expected standard within in the Year 1 Curriculum. (Working within the Reception Curriculum)	Working at least two years below Year One Curriculum. (Working within the Foundation Stage Curriculum)
Year Two	Expected standard met within the Year Two curriculum.	Working towards the expected standard within the Year Two Curriculum.	Emerging towards the expected standard within in the Year Two Curriculum. (Working within the Year One Curriculum)	Working at least two years below Year Two Curriculum. (Working within the Reception Curriculum)
Year Three	Expected standard met within the Year Three curriculum.	Working towards the expected standard within the Year Three Curriculum.	Emerging towards the expected standard within in the Year Three Curriculum. (Working within the Year Two Curriculum)	Working at least two years below Year Three Curriculum. (Working within the Year One Curriculum)
Year Four	Expected standard met within the Year Four curriculum.	Working towards the expected standard within the Year Four Curriculum.	Emerging towards the expected standard within in the Year Four Curriculum. (Working within the Year Three Curriculum)	Working at least two years below Year Four Curriculum. (Working within the Year Two Curriculum)
Year Five	Expected standard met	Working towards the expected	Emerging towards the expected	Working at least two years below

	within the Year Five curriculum.	standard within the Year Five Curriculum.	standard within in the Year Five Curriculum. (Working within the Year Four Curriculum)	Year Five Curriculum. (Working within the Year Three Curriculum)
Year Six	Expected standard met within the Year Six curriculum.	Working towards the expected standard within the Year Six Curriculum.	Emerging towards the expected standard within in the Year Six Curriculum. (Working within the Year Five Curriculum)	Working at least two years below Year Six Curriculum. (Working within the Year Four Curriculum)

SEN Ranges

Across Sunderland SEN Ranges are used to identify children’s needs and the severity of their need. They are based on national best practice in determining the needs of pupils with SEN. This enables us as a school to provide an integrated, inclusive whole school approach to student support. Ranges also enable us to identify SEN children who may not be identified by the table above because they look in far more detail at the four areas of the Code of Practice which are:

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

The Ranges go from 1 to 7, one being mild within that area and seven being most severe. They are colour coordinated as shown below.

Range 1 (Green) – School based responses - universal mainstream.

Range 2 (Yellow) – School based responses - universal/targeted mainstream.

Range 3 (Blue) – School based responses – targeted mainstream.

Range 4 (Red) – Targeted specialist either in mainstream or specialist additional resource.

Range 5 (Light Orange) – Specialist Resource/Special School

Range 6 (Orange) – Special School

Range 7 (Grey) – Highly Specialist Provision possibly 24hours

Children may be identified within more than one range depending on the complexity of their needs. Once a range has been established, teachers will seek advice on how best to support learning at each range. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the range increases. Specialist Health interventions may be required at any level.

Interventions within Ranges

Range 1 (Green) – Quality First Teaching differentiated curriculum for all learners.

Range 2 /3 (Yellow) (Blue)– Interventions to enable children to work within age related expectations.

Range 3/4 (Blue) (Red)– Additional Highly Personalised Learning.

Range 5 (Light Orange)– Specialist Provision

The 5 stage Graduated Approach:

Differentiation Range 1 (Green)	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. All children will receive Quality First Teaching regardless of their needs and abilities within our school. If a child is making little progress this will be noted by the class teacher and will be discussed with the Head Teacher during a half term ‘Pupil Progress Review’. At this review strategies will be discussed which are either already in place or which could be implemented at the earliest opportunity. Reasonable adjustments may be made for your child to learn more effectively in class,(for example, coloured overlays, sensory toys, wobble cushions or sitting nearer the board so they can see well.)
Monitoring stage Range 2 (Yellow)	Those that are under achieving but will make progress with some provision in/out class or with other interventions/strategies put in place by the class teacher. They are entered on to the Analysis Sheet at the pupil progress review. At this stage the SENCO will be made aware of the children by the Head Teacher. If the child still makes no progress then the child becomes ‘School Action’ and is added to the SEN list. If the need is different from academic, then a Cause for Concern Referral Form CAMHS is completed by the Class Teacher and SENCO.
School Action Range 2/3 (Yellow) (Blue)	A child receives additional support in class and/or in intervention groups. A provision map may be completed and a Support Plan will be written. Progress will be reviewed with the parents every term in October, February and June. During these meetings parents views are written down on the review sheet and added to the child’s file.
School Support Range 3 (Blue)	Outside agencies are consulted and support the school in allocating resources. These could be the Educational Psychologist, Autism Outreach Team, Sensory Team, Language and Learning, Behaviour Support Team or Speech and Language. At this stage PIVATs may be used to monitor progress or another tool to measure small steps of progress.
Education Health	A child receives specific support in class funded by the LA Children who are may require an Education Health and Care Plan should be involved with another agency. The need could be Education, Health or Social Care although

and Care Plan Range 3/4 (Blue) (Red)	academically they will usually be at least two years behind their current year group.
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School Action Range 1/2

The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school and adversely affect the learning of the child;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has been identified as Gifted or talented (See Gifted and Talented policy).

School Support Range 2/3

The school's Educational Psychologist and any other assessing professionals should be involved in considering whether to proceed to School Support.

They should be provided with up to date information about the pupil, including all previous interventions this must be in the form of three (3) Support Plans (2 evaluated and 1 current).

At School Support external support services, both those provided by the LEA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on Support Plan targets and accompanying strategies.

The triggers for School Support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to an Education Health and Care Plan Range 3/4

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENDCO hold an Assessment Planning Meeting with all professionals involved with the child and completes the form requesting an Education Health and Care Plan by the Authority.

Papers are forwarded to the Case Officer for the school, who, with the EHCP Panel, will decide whether to proceed with an Education Health and Care Plan.

Should the Panel decide against an Education Health and Care Plan it is then up to the school to look again at provision for the child and to formulate new strategies and Support Plans.

If the Panel agrees to proceed with an Education Health and Care Plan the SENDCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Education Health and Care Plan is completed.

The class teacher, in conjunction with the SENDCO is then responsible for drawing up Support Plans to meet the objectives set out in the Plan.

The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the SENDCO.

Special Needs Provision in the Foundation Stage

The children are assessed as they enter the Foundation Stage. Medical, emotional and behavioural problems are reported to the Special Educational Needs Disabilities Co-ordinator (SENDCO) who then adds their names to the register. In the case of medical problems, outside agencies are informed if it is deemed necessary. All children leaving the foundation stage as 'emerging' will be monitored closely for SEND. The SEN Ranges are available for foundation stage.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are below what is expected or those that have not made progress. These children are classed as 'Monitored' and are entered on to the Analysis Sheet during a Pupil Progress Review. This states what the area of concern is and what the teacher intends to do to support the child. The Analysis sheet is kept by the Head Teacher and a copy is given to the Class Teacher. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENDCO, about whether the child needs to go on the SEN register at the level of School Action and a Support Plan is completed highlighting the provision strategies to be used to support this child. The Support Plan targets will be shared with the child's parents as well as their provision map and reasonably adjustments made in class.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See School Action Triggers), then a Cause for Concern Referral Form should be

completed and the issue discussed with the SENDCO. The SENDCO is responsible, with support from the class and head teacher, in deciding whether a Support Plan or further action is to be taken.

Provision Map

If a child has made little/no progress despite provision being adapted then an individual Provision Map needs to be completed.

The Provision Map shows all the provision being used in school. The class teacher highlights the provision to be used for that child including the initials of the staff and the timings. (E.g. Literacy support with Mrs Richardson 1x week.) A copy is given to the SENDCO and a copy goes into the class SEN file. After 4 weeks the child is assessed to see if progress is being made. If not, then the class teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision. If the provision is changed then a new provision map needs to be completed and passed on to the SENDCO. Provision maps are shared with parents during their reviews in October, February and June. Reasonable adjustments will also be indicated on the child's provision map. Within Range 3/4 the provision map may be online so we can work closely with the authority to monitor provision and interventions.

PIVATS

PIVATS stands for Performance Indicators for Value Added Target Setting. PIVATS is a Lancashire County Council assessment tool which has been introduced by Sunderland LEA for use in all schools.

It enables schools to track the tiny steps of progress within the National Curriculum levels that are often made by children with Special Educational Needs, and score from pre – level one, or the P Levels, up to Level Four, PIVATS assesses English, Mathematics, Science, ICT and PSD.

PIVATS supports inclusion, promotes value added measurement, promotes school self-evaluation and improvement, and develops individual, cohort, subject and year group profiles of performance for comparative purposes.

The PIVATS scheme is used with the majority of children at School Support on the Code of Practice, and assessments are carried out by the class teacher throughout and at the end of the academic year. This assessment is then used to inform Support Plan targets.

Support Plans

A child's SEN range from the Code of Practice will be identified on the Support Plan. Strategies employed to enable the child to progress may be recorded within an Support Plan which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

Information for Support Plans can be gathered from:

- Previous Support Plans

- Insight Tracking
- SATs.
- Diagnostic tests.
- Literacy & Numeracy documents (at an appropriate level).
- Speech & Language Therapy advice.
- Advice from other professionals.
- PIVATS.

Support Plans should focus on up to three or four key individual targets and should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the Support Plan is reviewed)
- the views of the Parent and child

Support Plans should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child.

They are reviewed every term with the child and Parents. The new Support Plan is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated Support Plan is given to the SENCO along with a copy of the updated Support Plan within a week of the review taking place. The plans are then stored in the class SEND file and in a locked filing cabinet in the SENCO's classroom. A copy may be placed onto CPOMS which is our electronic monitoring system so all staff are aware of the plan and can be alerted to them.

Computing

Computing may be used in a variety of ways to support the learning of pupils with SEND.

Computing equipment available:

- IPADS
- Laptops
- Talking tops
- IWB

These should be used to support and enhance the children's learning where possible and remove barriers to learning.

SEN Files

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher.

The SEN File includes:

- A list of children at each stage of the SEN graduated approach on the Children Requiring Further Provision sheet.

- A section for each child's Provision Map or Support Plan.
- PIVATS
- A section on other agencies and professionals involved.

These files are shared with the Support Assistants.

Individual SEN Files

Each child has their own file which is kept by the SENDCO in a filing cabinet in her classroom. These files contain everything that concerns that child, including Provision Maps, Support Plans, reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which is kept the child's folder in class. All reports from other agencies and meeting notes are scanned and stored on CPOMS which is our online monitoring system.

Facilities for Pupils with SEN

At Our Lady Queen of Peace Primary:

- There are parking bays directly outside of school.
- The pupil entrance is accessed via flat floor.
- A lift is located outside the old main entrance to access the whole ground floor.
- Classrooms, are carpeted and fitted with blinds where necessary to reduce glare and improve acoustics.
- Specialist equipment is accessed through the relevant agency e.g. the Visual Impairment Team for pupils with a visual impairment or The Hearing Impaired Team for pupils with an auditory impairment. The services of Occupational Therapy for those pupils with a physical impairment may also be secured following a referral via the G.P.

Local Offer

Other services are available in Sunderland's LEA's "Local Offer"

The Governing Body will cooperate with the local authority and local partners in the development and review of the local offer. Sunderland's LEA's "Local Offer" is available on the school's website via Our Lady Queen of Peace School's SEN Information Report.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, LEAs and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEND including the opportunities for meetings between Parents and SENDCO we will do this by giving parents access to the Information Report via the school website. Any parent who does not have computer access will be provided with a paper copy of the report which is also available from outside the old school office.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.

- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education Health and Care Plans.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the monitoring stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is at School Action, the Parents need to be informed that there is a concern. If the child has a provision map then the Parent should be shown it and the provision being used explained. Support Plans are written and targets that are set should be shared with the Parent too. If the child has a Support Plan then the Parent must be invited to a Support Plan meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent.

From this point Parent involvement becomes more formal with written meetings in October, February and June as well as Annual Review Meetings for children with Education Health and Care Plans.

Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs.

During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved.

To make this major transition easier it is important that a carefully prepared transition plan is compiled. This needs to begin in the Autumn Term in Year 5 when a preliminary transition meeting is held between all agencies involved with the child, parents, class teacher, SENDCO, SENDCO support and secondary school SENDCO and teachers.

These meetings should become more regular as the transition date becomes imminent. There needs to be allocated time for the SEN Child to visit their new school to become familiar with the geography of the building.

Above all there needs to be open line of communication between the parents, primary school, secondary school and outside agencies to allow for concerns and problems to be addressed.

The SENDCO and the Year 6 teacher will meet with the SENDCO from the child's secondary school when they are in the Summer term in Year 6.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have

access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Admissions Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC plans and those without. Admission arrangements are outlined in the Our Lady Queen of Peace Admission Policy. The school admits students according to the published admissions criteria. The Governing Body believes that the admission criteria should not discriminate against students with SEN. All SEN paperwork should be passed to the SENCO by a pupil's previous school or setting as soon as possible if moving from primary school to primary school. If the child is making a transition from another school, a meeting may be set up between the school and the SENCO in order to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. The SENCO and/or Senior Leadership Member will also endeavour to attend the Annual review of EHC plan pupils in Our Lady Queen of Peace. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Making a complaint about SEN provision

Stage 1 - Speak to the school (informal)

If your child has SEN and your complaint is about the support your child is receiving, contact school and ask to speak to the SENCo. If you are still unhappy, then you may request to speak to the Headteacher.

If you still feel that a satisfactory outcome has not been reached, you may make a formal complaint by following the school's complaints procedure (Stage 2)

Stage 2 – Complaints Policy

Our Lady Queen of Peace complaints procedure can be found in the complaints policy on our website. You may also contact the Education Funding and Skills Agency. If you need confidential advice and support, you should speak to your local parent partnership service (Sunderland SENDIAS). The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these will be explained to parents who contact the LA.

April 2020

UNICEF: Rights of the Child

Article 3

The best interests of the child must be top priority in all decisions and actions that affect children.

UNICEF: Rights of the Child

Article 5

The rights and responsibilities of parents to guide and direct their children as they grow up are respected.

UNICEF: Rights of the Child

Article 6

Every child has the right to develop to their full potential.

UNICEF: Rights of the Child

Article 12

Every child has the right to express their views, feelings and wishes and to have them considered and taken seriously.

UNICEF: Rights of the Child

Article 13

Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.

UNICEF: Rights of the Child

Article 18

Both parents share the responsibility to bring up their child and should also consider what is best for the child.

UNICEF: Rights of the Child

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community.

UNICEF: Rights of the Child

Article 24

Every child has the right to the best possible health.

UNICEF: Rights of the Child

Article 28

Every child has the right to an education. Discipline in school must reflect this.

UNICEF: Rights of the Child

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their own and others' cultures and the environment.

UNICEF: Rights of the Child

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

UNICEF: Rights of the Child

Article 37

Children should not be subject to cruel or degrading treatment or punishment.