

**Our Lady of the Rosary
SEND and Inclusion Policy**

Our Journey
Love God
Others First
Respect All

Persevere to Succeed

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Aims

At Our Lady of the Rosary Primary School, we wish to ensure our Mission Statement and vision for all pupils 'to be the best they can be' is evident in all aspects of SEND across the school. We intentionally plan for the achievement and personal growth of all children at OLOR through Quality First Teaching and high aspirations for all. Through our creative curriculum and strong emphasis on personal development, we aim to empower all children to grow into resilient, caring and active ambassadors, who feel confident and secure in themselves, ready for their future.

Our SEND policy and Information Report aim to set out how Our Lady of the Rosary School (OLOR) will support and make provision for children with Special Educational Needs and Disabilities (SEND). We are aware that all children are unique and learn at different rates, with many factors affecting their progress. We aim to recognise and identify children's needs at the earliest opportunity, in order to provide children with every chance to 'be the best they can be.' This policy will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and Guidance

This policy and information report is based upon the statutory Special Educational Needs and Disability Code of Practice 2015 and the following legislation:

- The Special Educational Needs and Disabilities Regulations 2014 which sets out schools' responsibilities for pupils with SEND and disabilities.
- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND.
- Section 100 of The Children and Families Act 2014 which places a duty on governing boards to make arrangements for supporting pupils with medical conditions.

- The Department for Education's statutory guidance supporting pupils at school with medical conditions.
- The Equality Act 2010

Responsibilities

The SENCO

OLOR's SENCO is Mrs Weinberg, she took up the post in 2020. Mrs Weinberg is an experienced Secondary School SENCO with 15 years teaching experience. and is part of the Senior Leadership Team. She has achieved her National Award for the coordination of Special Educational Needs through Manchester Metropolitan University. Mrs Weinberg, as SENCO is responsible for the following duties:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a Looked After Pupil has SEND.
- Advising on the Graduated Approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and smooth transitions are planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The SEND Governor

OLOR's SEND Governor is Pauline Moore. Pauline is highly experienced. She has previously worked as an Early Years Consultant for children with SEND in Trafford.

The SEND Governor will:

- Work closely with the Headteacher and Mrs Groves, to determine the strategic development of the SEND policy and the development of provision across school.
- Monitor the quality of SEND provision and to be actively involved in OLOR's SEND reviews.
- Help to raise awareness of SEND issues at governing board meetings.

The Headteacher

Mrs Groves as headteacher will:

- Work with Mrs Weinberg (SENCO) and Pauline Moore (SEND governor) to determine the development of the SEND policy and provision within school.
- Have overall responsibility for the provision of learners with SEND.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to teaching.
- Working with OLOR's SENCO to review each child's progress and decide on any changes to their individual plans.
- Ensuring the SEND policy is followed.
- Writing Individual Educational Plans (IEP's) and reviewing them on a termly basis, ensuring targets are SMART.
- Creating annual pupil passports for all children.
- Actively using Trafford's Graduated Approach to ensure Quality First Teaching is evident in all classrooms.
- To implement any recommendations /advice from external providers.

Transition

New Children to OLOR

Before starting at OLOR, all parents/carers will be invited to a New Intake Meeting, where staff will introduce themselves, talk through the school routine and answer any questions or concerns. Children will also have an Induction Session where they come into school, meet their teachers and see their new learning environment. These sessions are in small groups of individuals, so that staff can get to know the children and their individual personalities and needs.

SEND Children New to OLOR

At OLOR we liaise closely with schools/settings from which children with SEND transition. We gather as much information as possible from the previous SENCO and parents. This is to ensure we can build a picture of the child and their needs, so that the best provision possible can be put in place. It may also be necessary to apply for transition funding to help support the process.

For some children, it may be necessary to have additional transition sessions and an individualised phased timetable, to help them settle into their new environment. Some pupils find transitions particularly difficult. This could be due to a SEN or a significant change in the environment they are used to. Children can benefit from additional time getting to know staff, specific strategies being put in place and a slower build up to full-time education. This helps to ease the transition process for the child. Such adaptations can be very beneficial to children. They are always discussed and agreed with parents, on an individual basis and are reviewed regularly. All decisions always have the child's needs at the centre.

At OLOR, the SENCO and teachers liaise closely with previous settings and collect important documentation such as support plans, health records and any advice/reports from outside agencies.

Transition to Secondary School

At OLOR, we have a well-established transition programme for children transferring to local secondary schools. At the beginning of June the SENCO contacts the SENCO at the receiving secondary school to discuss the needs, current provision and any paperwork they may need. All the relevant paperwork is sent to the receiving school and CPOMS files transferred over. For some children, they may benefit from additional visits to their transitional secondary schools, these are organised with the school SENCO and children are accompanied by a teaching assistant.

Bullying and Safeguarding

Our main priority at OLOR is to ensure that all children feel safe and happy. We aim to create an environment that is inclusive, free from discrimination and where children feel secure and thrive. Through our PSHE curriculum, Religious Education, Internet safety lessons and weekly assemblies this message is regularly reinforced. We teach children the importance of keeping safe. From an early age children are encouraged to be proactive about reporting incidents regarding themselves or their peers which are unacceptable, discriminatory or unkind.

For some children with SEND, particularly those with communication needs, this teaching is supported through social stories and visual aids. All children are given a voice in school and there are many opportunities for children to be mentors and leaders.

Having an identified SEND can make children more vulnerable to incidents of bullying and abuse. The reasons are as follows:

- Some children with SEND may not be aware that they are being bullied or abused.

- Some children with SEND may not be able to communicate their needs in the same way as others.
- Any changes in their behaviour may be considered to be linked to their SEND.

Staff will always have due regard to this and will follow OLOR's Safeguarding Policy and procedures for reporting any concerns about pupils with SEND. For some children at OLOR they may need individualised ways to express their worries or incidents, OLOR always works with parents and agencies to create bespoke programmes for individual children.

All staff complete annual safeguarding training and the school SENCO has had specific training on Safeguarding children with SEND.

Dealing with Complaints

The school Complaint Policy is outlined on the school website. The SEND Code of practice outlines additional measure that the LA must set up for preventing and resolving disagreements.

Please also read our SEND Information Report which is available on our website.