



**"As unique individuals, we do our best at work and play for the love of God and others."**

## **St Benedict's Catholic Primary School Special Educational Needs and Disability (SEND) Policy**

**Written by ST Benedict's in collaboration with One Education: 2018**

**Reviewed by St Benedict's Catholic Primary School: February 2021**

**Reviewed by Governors: March 2021**

**Review Date: February 2022**

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## **About this policy**

St Benedict's is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. This is reflected in our school mission statement, 'As unique individuals, we do our best at work and play for the love of God and others.' The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the quality first teaching strategies encourage everyone to reach their full potential. Some children may have barriers to learning which means they have special needs and require particular action by the school. This policy outlines how children with special educational needs and disabilities are supported and nurtured to reach their potential at St Benedict's Catholic Primary School.

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

### **This policy is written in line with the requirements of:-**

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information report regulations 2014.
- Teachers standards 2012
- This policy should be read in conjunction with the following school policies and documents:-  
Bullying Prevention Strategy, Behaviour Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy & Local Offer for SEND

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## **Section 1: Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have 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 or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Section 2: Aims and Objectives**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. We focus on outcomes and progression for each child.

### **Aims and Objectives of this Policy**

To ensure all children reach their potential

To be an inclusive school, which works within the guidance provided by the SEN code of Practice, 2014.

To provide a SENDCo, who will work with the SEND inclusion policy.

To ensure the identification of all pupils requiring SEND provision, as early as possible in their school career.

To meet individual needs through a wide range of provision.

To provide curriculum access for all.

To work towards inclusion in partnership with other agencies and schools.

## **Section 3 – Identifying SEND**

The code of practice says a child can only be identified as having Special Educational Needs if they do not make adequate progress once they have had all the

interventions/adjustments along with good quality personalised teaching.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of data, SATs, reading ages, annual and termly pupil assessments
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

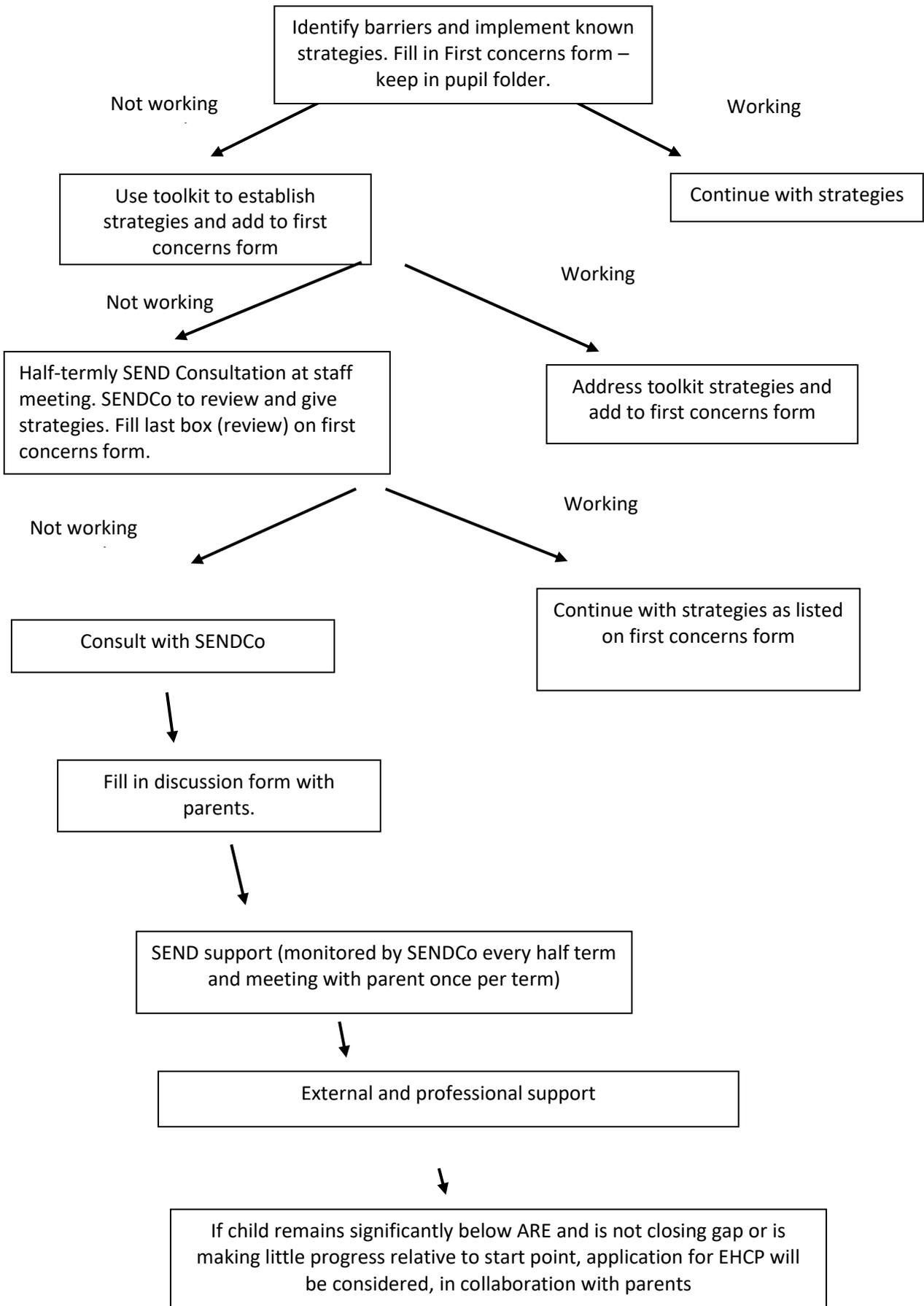
The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This register is reviewed each term when a detailed analysis of the register takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

#### **Section 4: A Graduated Approach to SEND Support.**

**This graduated approach was reviewed by Cheshire East Local Authority and a SEND Toolkit was introduced 2017 to 2018. This section of the Policy was reviewed in Autumn 2018 when the changes were fully implemented across Cheshire East. St Benedict's implement the graduated approach in the following way.**

St Benedict's is committed to quality first teaching providing for all children. Additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice advocates a graduated response to meeting pupils' needs. The following flow chart shows the process followed by staff, in collaboration with parents.

**Identifying a child with additional needs**



## **Section 5: Management Of Send Within School**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

## **Section 6: Managing Pupils' Needs on SEND Register**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals. The range of provision may include:

- \* in class support for small groups with an additional teacher or Teaching Assistant (TA)
- \* Small group withdrawal with TA, Class Teacher.
- \* individual class support / individual withdrawal
- \* further differentiation of resources
- \* homework/learning support club
- \* Interventions
- \* Provision of alternative learning materials/ special equipment
- \* Group support
- \* Staff development/training to undertake more effective strategies
- \* Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- \* Narrows the attainment gap between pupil and peers
- \* Prevents the attainment gap widening
- \* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- \* Equals or improves upon the pupil's previous rate of progress
- \* Ensures full curricular access
- \* Shows an improvement in self-help and social or personal skills
- \* Shows improvements in the pupil's behaviour

School SEND support plans are reviewed termly by class teachers in collaboration with the SENDCo and parents. They are working documents and it should be obvious, during observations and book scrutinies that they are being used to inform planning.

## **Section 7: Criteria for Exiting the SEN Register**

Before SEND SUPPORT PLAN reviews, discussions will take place between class teacher and SENDCo/Head teacher. If necessary the SENDCo will observe/monitor and analyse data. The results of these discussions and observations will inform discussion with parents and an agreement will be made to remove a child from the SEND register.

## **Section 8: Supporting Pupils and Families**

The school works closely with parents and carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents or carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support of children with SEND.

The school prospectus contains a summary of this SEND policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEND provision is always willing to talk to parents or carers of pupils receiving additional support.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults

Transition between year groups and to secondary school will be judged on an individual basis. Access arrangements for SATs will be judged on an individual basis and discussed with parents.

For more information on how SEND provision is implemented, please see the local offer on the school website. [www.stbenedicts.cheshire.sch.uk](http://www.stbenedicts.cheshire.sch.uk)

## **Section 9: Supporting Pupils at School with Medical Conditions.**

St Benedict's Catholic Primary School recognises that children with medical conditions should be properly supported so 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, St Benedict's

Catholic Primary will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; St Benedict's Catholic Primary School follows the 2014 SEND Code of Practice for these children.

## **Section 10: Monitoring and Evaluation of SEND**

All pupils on our SEND Support register will have individual SEND SUPPORT PLAN setting out targets and any provision which is additional to, and different from, usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan.

The plans will only show what is extra to a differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The SEND SUPPORT PLAN will be created through discussion with both the pupil and the parent or carer.

SEND SUPPORT PLANs will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

The SENDCo monitors the progress or difficulties of children on the SEN register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of the SEN provision. The monitoring and evaluation of SEND will be based upon: Lesson observations, book scrutinies, learning walks, pupil progress, data analysis.

The SENDCo is involved in supporting teachers in drawing up SEND Support Plans for the children in their class. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for Special Needs, also hold termly meetings.

The governing body will review this policy every three years, or sooner, if necessary, or in response to changes in national SEND policy.

## **Section 11: Training & Resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing or special needs provision within the school, including the provision for children with an EHCP.

The SENDCo informs the governing body of how the funding is allocated.

The Head teacher and the SENDCo meet annually to agree on how to allocate and use SEN funding. SENDCo draws up the necessary resources bid when the school is planning its budget.

## **Section 12: Roles & Responsibilities**

### **The Role of the SENDCo:**

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs by maintaining a

provision map which shows the range of additional support provided for pupils in our school, through waves 1,2 and 3.

- Liaising with and supporting teachers and parents/carers
- overseeing all assessments of the progress made by pupils with SEN
- Arranging and attending all review meetings with parents, pupils and teaches on a termly basis
- overseeing the records on all children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- The SENDCo is responsible for reporting to the governor with responsibility for SEN

The SENDCo is the named 'responsible person' for ensuring that the needs of pupils with Special Educational needs are met. She oversees, and line manages, the work of the teachers. In particular cases, the SENDCo may liaise with external agencies and the LA, and may chair some review meetings, particularly of pupils with an EHCP.

### **The Role of the Governing Body**

The governing body has due regard for the SEND Code of Practice, 2014, when carrying out its duties toward all pupils with SEN.

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with SEN. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for that child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The responsible person in this school is the SENDCO. The SENDCO ensures that all those who teach a pupil with an EHCP are aware of the nature of the statement.

The SEND governor liaises with the SENDCo and ensures that all governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of the policy.

### **Section 13: Storing and Managing Information**

The SENDCo has responsibility for ensuring that all files and reports pertaining to individual children are confidentially and securely stored in a locked filing cabinet, to ensure that all children are protected at all times. All information about a child is private and should only be shared with the members of staff who need to know. All children have a right to the same level of confidentiality irrespective of gender, race, religion, medical concerns and special educational needs.

### **Section 14: Reviewing the Policy**

The governing body will review this policy every three years, or sooner, if necessary, or in response to changes in national SEN policy.

### **Section 15: Accessibility**

We have an Accessibility Plan that addresses the improvement of access to: the curriculum, the physical environment and the provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

### **Section 16: Dealing with complaints**

Anyone wishing to make a complaint, should, in the first instance contact the class teacher who will then inform the SENDCo. If this does not resolve the problem, it should be put in writing on a form available from the school office.

The Head Teacher or a Governor will be responsible for investigating any complaints.

### **Section 17: Bullying**

Disabled children and those with SEN are more likely to experience bullying in school (Anti-bullying Alliance). At St Benedict's Catholic Primary School we have a whole school approach to mitigating the risk of bullying for all pupils, and developing independence and building resilience in our children with SEND. Please refer to our Bullying Prevention Strategy, Behaviour Policy and Safeguarding Policy.



# First Concerns Profile



<b>Name:</b>	<b>Date of birth:</b>
<b>Year group: 2</b>	<b>Other Needs:</b>

## Staff Concerns

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Strategies already tried	Strategies suggested by toolkit
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## Strategies suggested at SENDCo consultation

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## Is this child moving to SEND support? If Yes, complete the box below with justifications

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# Discussion Form



Child/young person's name:	Date of birth:
Year group:	Class:
Record of discussion:	
Actions/next steps:	
Staff Signature:	
Date:	
Child/Young Person's Signature:	
Date:	
Parent Carer Signature:	
Date:	