

Special Educational Needs and Disability (SEND) Policy



“We are of the Gospel,
educating all children
in order for them to grow
and reach their full potential
as fulfilled people in Christ”

At Holy Cross and All Saints Primary School we recognise that all children have learning needs and that for some these individual needs become special educational needs. We believe that every teacher is a teacher of every child or young person, including those with Special Educational Needs.

If you require information about the provision for SEND in the school, please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENCO) Mrs R. Whittaker. Mrs Whittaker is an advocate for children with Special Education Needs on the Senior Leadership Team (SLT). The named Governor for Special Educational Needs is Mrs M. Denton.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above

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the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Aims/vision

At Holy Cross and All Saints RC Primary School we aim to ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities. We want to ensure that every child has his/her needs recognised and addressed through Quality First teaching and effective additional support.

We want to ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

It is important for us to provide an environment in which individuals feel safe and are respected and encouraged to be the best they can be.

We aim to raise the aspirations and expectations for all pupils with SEN. Teachers and staff have consistently high expectations of what pupils can achieve. We focus on outcomes for these children and not just on hours of provision and support provided. Interventions and provisions are rigorously planned and evaluated in order to provide the best possible support to help children reach their full potential. Assessment information is used to evaluate the effectiveness of interventions and plans are modified and changed to reflect this.

Views of the child and parents are taken into account when planning and evaluating SEND provision.

The Policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

Objectives of SEND support in our school:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

The four broad areas of need detailed in the SEND Code of Practice (2014) are as follows:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The school will also take into account other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding

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- Being a looked after child

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as Early Literacy Support, The Fischer Family Trust reading intervention, Better Reading Partners or a maths intervention.

Children are assessed regularly to ensure that they are making the expected progress. There are formal tests such as SATs, but also day to day assessments made by the class teacher. Regular pupil progress meetings are carried out with the head teacher to discuss the progress of pupils in each class. From this children who are a concern because of lack of progress can be identified and will therefore receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to discuss strategies. If these strategies are not working and the child is becoming significantly behind their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place.

Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps.

Once a child has been identified as having SEN the school decides what action needs to be taken to help them to make the best possible progress. The needs of the whole child are considered and not just the Special Educational Need.

A Graduated Approach to SEN support

- It is the responsibility of the class teacher to provide Quality First Teaching in their class for all pupils.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN.
- Regular observation of teaching sessions and intervention sessions takes place to ensure that all children, including those at risk of underachievement are receiving good quality teaching that helps them to progress.
- Books are scrutinised regularly by the Senior Leadership Team and feedback is provided. In these sessions the SLT look at progress made by all children, including those at risk of underachievement.
- In some cases where progress is not made suggestions can be made to the class teacher about how to identify and support vulnerable pupils and strategies on how to include children with SEN.
- If a class teacher has concerns about a child they will have a discussion with the SENCO and consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include accurate formative assessment and day to day assessment of progress made in class.
- For higher levels of need the school may draw on more specialised assessments from external agencies and professionals.
- If after good quality first teaching, including differentiated work, a child is still not making adequate progress they may then be identified as having a Special Educational Need.
- In identifying a pupil as needing SEN support, the class teacher, working with the SENCO will carry out a clear assessment of the pupil's needs. They will **assess** and identify gaps and barriers to learning. The SEN Code of Practice suggests a range of sources of information that teachers can draw on:
 - Teacher assessment and knowledge of the pupil.
 - Data on the pupil's progress, attainment and behaviour.

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- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

Sometimes it will be necessary to use more fine-tuned assessment to explore further the precise gaps in the pupil's learning and development and/or to clarify what the barriers to learning might be. Our school also uses individualised assessment 'tools' and approaches to support identification of need, such as:

- Standardised tests.
- Screening assessments, for example for dyslexia.
- Specialist assessments, for example from a speech and language therapist or an educational psychologist.

A **plan** is then put in place to be followed. Children who need SEN support will have a support plan detailing any extra interventions or support to be put in place to meet their needs. Children with more complex needs will have a Child Centred Support Plan with specific outcomes to work towards. Provision and progress is monitored regularly to evaluate effectiveness. The review process will take place termly and will include an evaluation of the impact and quality of the support and intervention and the views of the parents/carers and child. The review will then feed back into the analysis of the pupils needs and the support will be revised as appropriate.

This cycle of **assess, plan, do, review** is followed for all children on the SEN register to ensure that appropriate interventions and provisions are in place to allow progress.

The school can involve specialists at any point and would always be considered where progress is not being made despite targeted intervention and support. Parents will always be involved in any decision to involve specialists. It is the role of the SENCO to contact any specialist agencies and to ensure what is agreed or discussed is shared with parents, staff and, where appropriate, the child.

Specialist Agencies that are available to the school include:

- Educational Psychologists
- Learning Support Teachers
- Specialist Teachers for children with Hearing and Vision impairment
- Speech and language Therapists

Other outside agencies may need referrals from other sources e.g. the family GP, for example if a referral to CAMHS is thought to be necessary.

Where pupils are subject to a statement of SEN or an EHC plan the school will work closely with specialist agencies named in the plan.

Where the special educational provision required to meet the child's needs cannot be reasonably met within the resources normally available to the school, the school in consultation with the parents/carers will consider making a referral for an EHC Plan. Parents will be fully involved in this process.

Managing Pupils' needs on the SEN Register

Following the SEN Reform (July 2014) there is now a single category of support, SEN Support, and this is reflected in the SEN register. However at Holy Cross and All Saints there is a four tiered graduated approach to SEN provision:

- Initial Concerns
- SEN Support Plans
- Education Health Care Plan (EHCP)

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Initial Concerns

The first stage is the 'Initial Concerns' which is reliant on the class teacher differentiating the curriculum to support the pupil and gather the appropriate evidence for a pupil they are concerned about. School Based Support. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under School Based Support the school puts provision in place without recourse to regular external advice or additional resources provided by the local authority.

School Based Consultation

- a. When a child has been identified as having SEN and steps have been taken for provision under School Based Support but the child has not progressed as expected, the school will consider taking steps under School Based Consultation.
- b. Following the school's previous assessment under School Based Support, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised assess, plan, do, review cycle.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions. Education Health Care Plan (EHCP) Referral for EHCP If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent.

Holy Cross and All Saints RC Primary School recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of good teaching and learning.

Only in a small minority of cases will a child have special educational needs of a severity or complexity which require a Statement of SEN.

Children who have English as an additional language (EAL) are not regarded as having special educational needs as a matter of course.

The 1996 Education Act (Section 32) says:

'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his home.'

Further advice can be found on issues relating to the interface between SEN and EAL in 'Policy, Procedures and Guidelines to Meet the Needs of the Bilingual Pupil with Special Educational Needs'.

Scope of the Policy

This policy also has implications for all our partners in the SEN process, i.e. schools, governing bodies, parents/carers and statutory/voluntary agencies.

Philosophy

The key values and beliefs which underpin Holy Cross and All Saints RC Primary School SEN Policy are:

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- Equal value and respect for all
- Equal opportunity for all
- Recognition of individual differences with special regard for children with special educational needs
- Life-long development through the provision of appropriate learning opportunities
- A constant search for improvement in the quality of service
- Commitment to both the spirit and statutory requirements of legislation, including partnership between pupils, parents/carers and professionals

Statement of Principles and Values

The principles and values within Holy Cross and All Saints RC Primary School policy are underpinned by the government's 4 broad aims for local education authority policy:

- Promote high standards of education for children with SEN
- Encourage children with SEN to participate fully in their school, community and take part in decisions about their education
- Encourage schools to share their practice in making SEN provision for children
- Work with other statutory and voluntary bodies to provide support for children with SEN.

For children with special educational needs, the Key Principles underpinning this vision and through which the above aims are to be met are:

- Early intervention
- Promoting inclusive education
- Partnership with parents/carers and carers
- Promoting high expectations
- Equality of opportunity
- Sharing responsibility
- Continuum of high quality provision
- High quality trained staff
- Procedures which are clear and effective
- Monitoring, review and evaluation

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- Partnership with Children and Young People

Promoting Inclusive Education

We believe that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from schools, parents/carers, LEA support services, other agencies and the broader community.

- Human rights - disabled and disaffected children have an equal right to membership of the same groups as everyone else - is recognised in international law: it is enshrined in the UN Convention on the rights of the child, and in the UNESCO Salamanca agreement calling on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes
- Inclusive education is good education because research has shown that it leads to improved social development and academic outcomes for disabled and disaffected children, while the mainstream peer group adopt more positive attitudes and actions towards disabled students where they have been educated together

Inclusive education is different from integration. Many ordinary schools "integrate" disabled children by bringing them into their premises - but on the ordinary school's terms. The pupil can stay if she/he can benefit from what is already on offer; the school does not in this case expect to change to accommodate and support diverse needs.

Inclusive education, by comparison, seeks to adapt systems and structures to meet needs, and fully involves the disabled or disaffected child or young person in the process. Adaptations to the school curriculum, to buildings, to attitudes and values, to language, images and role models are some of the changes required if we are to move from integration to real inclusion. Real inclusion also means a shift in resources from separate special school sites to mainstream settings.

The LEA will support schools in making these changes through an Inclusive Education Policy and associated action plan.

Partnership with Parents/Carers

The best results are achieved where parents/carers, schools and LEAs work in partnership. In working towards this principle the LEA will:

- Assist parents/carers and carers in their understanding of special educational needs procedures, school-based provision, other support available for their child and additional sources of help and information, for example, voluntary organizations, childcare information services and Parent Partnership Service.

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- Meet parental preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other children will not be adversely affected and that resources are efficiently used
- Ensure that assessment and review processes seek and take account of the parents'/carers' and child's views wherever possible
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of children with special educational needs and the range of different disabilities
- Deliver information in an appropriate and accessible form that takes into account the diversity of Communities
- Recognise that families/carers need and deserve appropriate, impartial and honest information about the services that are available and that parents' contributions as the primary care givers are highly valued.

Promoting High Expectations

Holy Cross and All Saints RC Primary School will set high standards for children with special educational needs with an expectation that they will achieve their full potential.

In working towards this principle, Holy Cross and All Saints RC Primary School will ensure that:

- The national Literacy and Numeracy frameworks and relevant targets will be applied equally to all children including those with special educational needs
- The use of baseline assessments and the value added data will provide effective measures of the performance of children with special educational needs
- Children develop high self esteem. Through this it is anticipated that children will contribute to the setting of personal goals

Equality of Opportunity

Children with SEN are entitled to equality of opportunity in all aspects of educational provision and the greatest possible access to a broad and balanced curriculum, including the National Curriculum.

In working towards this principle Holy Cross and All saints RC Primary School will ensure that:

- All children are valued equally
- Special educational needs will not be considered a barrier in achieving a place at a mainstream school
- All children will be expected to make progress regardless of gender, disability, race, faith and culture

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- All children have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable children to access this curriculum
- Additional resources will be allocated to those children with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs.

Sharing responsibility

Holy Cross and All Saints RC Primary School recognises that parents/carers are their child's first educators.

Meeting children's special educational needs is a shared responsibility. Working towards this principle the LEAS will share responsibility with a range of other partners and agencies. The LEA believes that the interests of the child can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for children with special educational needs.

This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved. The LEA will devise protocols for interagency working at:

- Initial school entry
- Phase transfer
- Planning for post school provision
- All points where additional needs are identified

Continuum of high quality provision

In working towards this principle Holy Cross and All Saints RC Primary School will:

- Whenever possible and appropriate, ensure that a child's special educational needs will be met alongside his or her peers and within his or her own community
- Ensure that a continuum of provision is available to meet a continuum of need

High quality trained staff

At Holy Cross and All Saints RC Primary School, children with SEN, and their families, have a right to be supported by high quality, skilled professionals.

We recognise that all staff at St Wilfrids are teachers of children with SEN. However, there are specified support staff who receive training to further their skills when working with children who have specific learning or social difficulties.

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Monitoring review and evaluation

Holy Cross and All Saints RC Primary Schools policy for monitoring, review and evaluation has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual pupils with special educational needs are met.

Parents/carers also have a role to play through their contribution to reviews of their children's learning, linking with schools over their child's individual education plans.

- For children with special educational needs but without a Statement of SEN, the appropriateness of provision should be ensured through the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement
- Individual pupil progress as measured against set targets

The framework for monitoring and evaluation includes:

- The annual review of Statements of SEN, attended at key transfer and transition points in each pupil's school career by educational psychologists charged with monitoring, on behalf of the LEA, the effectiveness of arrangements made to meet the pupil's needs, educational needs of children and young people is effective in bringing about progress

Partnership with Children

At Holy Cross and All Saints RC Primary School we believe that partnership with young people is essential in relation to SEN and carers have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their child's own SEN.

Children have the right to have their views, expectations and needs taken into account in all planning.

- All children should be encouraged to develop a positive sense of self-image and a pride in their own identity
- All children should be encouraged to accept and value differences

Conclusion

This policy for SEN will be made available and accessible to parents/carers, colleagues and governors.

Special Educational Needs Co-ordinator - Mrs R Whittaker