

SEND Policy



St. Vincent's Catholic Primary School

Together, through Christ, we grow and learn

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Person Responsible: Danielle Duffy

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1. Aims

St Vincent's values the abilities and achievements of all its pupils who are unique and made in God's image. We are committed to providing, for each pupil, the best possible education and environment for learning. We aim to maximize the progress and achievement for pupils with SEND through an enriching and rigorous education. We aim to support the pupils to become confident learners in life and achieve the greatest independence possible in their learning. We are committed to becoming a sustainable Rights Respecting School and endeavor to uphold the values and principles of the UNCRRC.

We understand the **definition** of Special Educational Needs as stated in the 2014 Revised Code of Practice (xiii):

A child or young person has SEND 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 or a 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 5
- 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 schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

We aim to provide for the wide range of needs within this definition. We recognise that cognitive, behavioural, social, environmental, medical, physical and emotional factors, or any combination of these can hinder learning. Provision for Gifted and Talented Children is to be found in the Gifted and Talented Policy.

Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Through its SEND provision St Vincent's aims:

- To meet the needs of all pupils with SEND.
- To identify any child's SEND early.
- To take into account the views of the child.
- To recognise the vital role parents play in supporting their child's education and work in partnership.
- Provide for and recognise the wide range of needs (cognitive, behavioural, social, environmental, medical, physical, emotional or any combination) within the definition of SEND.
- Equip its teachers and support staff with up to date knowledge, skills and understanding of SEND.
- Ensure all pupils have access to a broad and balanced curriculum, differentiated appropriately to take account of the individual's needs and abilities.
- Regularly review interventions for each child to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- Establish clear lines of communication and procedures for supporting teachers, teaching assistants and others involved with SEND children.
- Ensure parents of SEND children are kept fully informed of their child's progress and attainment.
- Create a climate in which self-esteem and confidence can grow, with particular emphasis on co-operative learning among pupils.
- For close cooperation between all agencies concerned.

Admissions

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The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in The School Admissions Code of Practice (2014) which requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan.

2. Implementation

At St Vincent's we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs.

Identification

Early identification of pupils with SEND is a priority. The continuous process of assessment is the process by which pupils with SEND can be identified. Teachers are responsible for identifying pupils with SEND, ensuring that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. To help identify children who may have SEND, school measures children's progress by referring to:

- Evidence of performance as obtained by teacher observation and assessment.
- Their performance in the National Curriculum.
- Pupil progress in relation to objectives in the Primary Framework for Literacy and Mathematics.
- Assessment methods employed by external agencies and professionals.

St Vincent's is aware that children admitted to school, who transfer from another school, may have unidentified SEND. If teacher's have concerns, they refer pupils to the SENCo.

Provision

St Vincent's provides a broad and balanced curriculum and ensures that it is matched to the needs of pupils to maximize their progress. Our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At St. Vincent's School we have a 3 tiered approach to supporting a child's learning:

Universal – this is the quality first teaching children will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to children's learning. This takes the form of a graduated four part approach of a) **assessing** a child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. Parents will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEND or an EHC Plan.

Nature of Intervention

The class teacher and SENCO will decide on the action required to help the pupil progress. Based on the results of assessments, the actions might be:

- Provision of additional adult support within class.
- Provision of 1:1 adult support to provide appropriate intervention (see appendix).
- Provision of extra learning materials/special equipment.
- Group support.
- Staff development and training to undertake more effective strategies and lead interventions.
- Access to LA advisory and support services for referral, or advice on strategies, equipment, or staff training.

Individual Education Plans/Intervention Records

Strategies for pupils with an EHCP or who are receiving additional support from outside agencies will have their progress recorded in an Individual Education Plan (IEP) OR Intervention Record Sheet (IR) containing information on:

- Strengths from previous I.E.P/IR
- Priority concerns
- Targets
- Target review/outcome
- Pupil comments
- Support provision map
- Suggested activities for parents

The IEP/IR will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on 3 individual targets that will closely match the pupils' needs.

The IEP/IR will be discussed with the pupil and the parent. A copy of the I.E.P/IR will be given to parents and children will be given a copy of their targets.

Reviewing IEPs/IRs

IEPs/IRs will be reviewed termly for pupils who have an EHCP or who receive support from outside agencies. The school will endeavour to hold the reviews as a Structured Conversation whereby parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Reviews of EHCPs

EHCPs must be reviewed annually for pupils in Key Stages 1 and 2. Pupils in the EYFS will have two reviews per year. The LA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise the reviews and invite: the child's parent, the child (if appropriate), the class teacher, the Headteacher, the SEND governor, the LA representative, and any other person considered appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP/IR targets
- Review the provision made for the pupil in the context of the National Curriculum and the levels of attainment in basic Literacy/Numeracy and life skills.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year. Reviews for pupils in Year 5 will indicate the provision requirements for Secondary school. At reviews for pupils in Year 6 the SENCO of the secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Facilities

School makes arrangements to ensure that pupils with SEND and disabilities can take part in all the activities offered by the school including PE, after school clubs and educational visits. The school continues to develop facilities and access for pupils with SEND and/ or disabilities (refer to Disability Access Plan). Currently the school has a Soundfield system in each classroom for Hearing Impaired Pupils.

There are a range of external services who work with the school to support pupils with SEND including Educational Psychologist (EP), Speech and Language Therapist, Specialist Advisory Teachers for Visual and Hearing Impairment/ Autism, the Marlborough Family Service, school nurse, educational welfare services. The school's objective is to provide integrated, high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family. The SENCo, in consultation with parents and the class teacher, makes the initial referral for any child to work with the above agencies. This will take place as a Structured Conversation with parents, whereby the views of the parents are actively sought. A Common Assessment Form (CAF) is completed as required. The school receives an annual allocation of support from the EP and speech and language therapist. The SENCo meets to prioritise how the time and support will be best used to meet the school's needs for example, working with individual or groups of children, leading staff INSET, meeting parents.

Parents

The school actively encourages partnership with parents through raising awareness and open and clear communication. Parents of pupils with SEND are fully involved from initial identification through to supporting any interventions that are put in place for their child. School provides parents with any available information leaflets about SEND and Specific Learning Difficulties. Parents are encouraged to support the school meeting their child's special educational needs. When a parent raises a concern about their child's SEND, a Structured Conversation between the parent and the teacher or SENCo will take place to firmly establish the views and desired outcomes of the parents.

Transition

When a child moves onto another school, the child's SEND records are forwarded. At secondary transfer the SENCo will, where appropriate, meet with the secondary school SENCo to discuss individual pupils, especially those with a statement of SEND.

Resources

Resources are allocated to meet the needs of SEND pupils in line with their particular learning and other needs in line with the Code of Practice. The SENCo draws up a provision map, which lays out the deployment of resources to meet the needs of SEND pupils. The SENCo has an annual allocated budget to purchase any new resources as required to meet the needs of pupils. SEND resources are stored in the Support Classroom for staff to access. The use and deployment of funding and resources are closely monitored and evaluated to ensure that the best value for money is obtained on behalf of SEND pupils.

Funding for EHCP pupils: Pupils with statements of SEND have their needs, as described in their statement, met through the appropriate deployment of resources and staffing.

3. Staff Responsibilities

The Governing Body

The Governing Body has important statutory duties towards pupils with SEND. Responsibilities include:

- Ensuring that provision of a high standard is made for SEND pupils,
- Ensuring that a 'responsible person' is identified to inform about the EHCP all those involved with teaching and supporting pupils with an EHCP.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard for the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and monitoring the SEND policy.
- Reporting to parents on the implementation of the school's SEND policy.
- Appointing a governor to be responsible for SEND, who is up to date and knowledgeable about the school's SEND provision.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Parents have access to the Governing Body's complaints procedures if they have concern over the provision made pupils with SEND.

The Head Teacher

The Head teacher's responsibilities include:

- Ensuring SEND is an integral part of the school development plan.
- Alongside the SENCo and SLT, monitor planning and children's work to ensure a high quality of SEND provision.
- Keeping the Governing Body informed about SEND within the school.
- Working closely with the SENCo to inform parents that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Liaising with outside agencies: Learning Support Service, Local Authority, Educational Welfare Officer, Educational Psychologist, Social Services, Medical Team (doctors/nurses) and any other appropriate agency.

The SENCo

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Monitoring the progress of pupils with SEND.
- Creating an action plan to address areas for development based on the needs of SEND pupils and staff teaching SEND pupils.
- Presenting a report to governors based on the review of the action plan.
- Overseeing the day-to-day operation of the policy, and ensuring it is regularly reviewed and updated.
- Monitor teaching and learning (intelligent lesson observations/ planning and children's work) for SEND pupils including appropriate provision, support and resources through differentiation.
- Coordinating and monitoring the provision by learning Support Assistants/ Teaching Assistants (support and interventions) for pupils with SEND.
- Liaising with and giving support to teaching and support staff.
- Overseeing pupils' SEND records (including IEPs/IRs).
- Managing Learning Support Assistants (including Performance Management).
- Liaising with parents.
- Leading INSET to meet the training needs of staff.
- Liaising with external agencies (EP and speech and language), LA support services, Health and Social Services, and voluntary bodies.
- Ensuring staff are trained and have adequate resources.
- Updating SEND register termly.
- Making requests for statutory assessment as and when required.

Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENCo to decide the action required to assist the pupil to progress.
- Working with the SENCo to collect all available information on the pupil.
- Develop I.E.P.'s for the SEND pupils, overseen by the SENCo.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the IEP/IR.
- Ensuring interventions are clearly timetabled and support staff have the dedicated time to work 1:1 with SEND pupils identified to meet their IEP/IR targets.
- Developing constructive relationships with parents through Structured Conversations and other means.
- Assess the work and progress of pupils with SEND and provide information for the multi-disciplinary meetings.

Support Staff

- Support Staff are able to withdraw children for 1-1 support or small group work. Equally, they can support the pupil in class individually or as part of a small group.
- SEND LSA: pupils with SEND may have specific time allocated to them where they can receive 1-1 support or work in a small group with an LSA, within the classroom setting.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. LSA's requirements in supporting pupils' needs will be considered frequently. The school's INSET needs will be included in the School Development Plan.

4. Monitoring and Reporting

Monitoring Pupil Progress

Teaching SEND pupils is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is a crucial factor in determining the need for additional support.

Monitoring in the Foundation Stage

Children are monitored in the Autumn, Spring and Summer Terms.

Their progress is measured against the Early Learning Goals.

Monitoring in Key Stage 1

Teachers monitor pupil progress through Teacher Assessment on a termly basis.

Monitoring in Key Stage 2

Children in Key Stage 2 are given termly formative assessments in Maths and English.

Record Keeping

The principal purpose of recording is to enable efficient monitoring, leading to maintaining the most appropriate provision as the child's develops and needs change.

It is important that detailed records are maintained for all children with Special Educational Needs

(Record of Concern, I.E.P., Support Provision Map, Annual Review).

I.E.P.s will be stored on the network in the correct folder; a paper copy will be given to parents and given to parents.

The school will record the steps taken to meet the pupils' individual needs. In addition to the usual school record, the pupils' profile will include:

- Information from parents
- Information on progress and behaviour.
- Pupils' own perceptions of difficulties.
- Information from Health/Social Services.

Reporting

Staff are expected to discuss arrangements with each other informally. There will be one timetabled session for a multi-disciplinary meeting each term where all children with SEND will be reviewed. One staff meeting will be allocated for IEP/IR monitoring/ writing for all pupils with SEND and one staff meeting for evaluating the I.E.P.s/IRs, twice per year.

5. Opportunities for Spiritual and Moral Development

In Catholic education, we are aware that all knowledge and understanding comes from God. When addressing the needs of SEND pupils we aim to provide opportunities for pupils' spiritual and moral development in the following ways:

- Encouraging self-esteem.
- Allowing all pupils to experience success, celebrating their achievements.
- Identifying, developing and celebrating the gifts and talents God has given us.
- Ensuring that all children feel secure and know that their contributions are valued.

- Appreciating and valuing the differences we see in others.

6. Equal opportunities

We will ensure that all pupils with SEND are able to access the full range of experiences within the National Curriculum and Early Learning Goals.

English as an Additional Language A child **must not** be regarded as having a learning difficulty, solely because the language of their home is different from the language in which they will be taught. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

We should ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- Ensuring all children achieve their true potential.
- All children are taught a curriculum appropriate to their abilities.
- All children have access to a full range of materials, resources and processes.

7. Health and Safety

Staff will adhere to the Health and Safety and Child Protection Policy at all times and will ensure safe handling of materials and resources.

- When children are removed from class for 1:1 or small group instruction, they should be supervised by a qualified adult at all times, and instruction should take place in a safe environment.
- Adequate supervision should be given to children when using equipment (e.g. scissors, chopping knives)
- Children with behavioural difficulties will be supervised according to their needs (including on offsite activities and educational visits).

8. Guidance on sharing information about a child's Special Educational Need and/or Disability

Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information is shared appropriately, sensitively and with respect to the child. If you feel that information about a child's Special Educational Need and/or Disability should be shared with the rest of the class you should seek advice from the SEND coordinator. It is important to ensure that the information shared is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date and is shared securely. Seek advice with the SEND coordinator if you are in any doubt.

If required, the SEND coordinator will liaise with the relevant external agencies and arrange a meeting with the child and their parent(s) / carer(s). The meeting will explain why, what, how and with whom information will, or could be shared with, and seek their agreement, unless it is unsafe or inappropriate to do so.