

St Teresa's Catholic Primary, a Voluntary Academy

# **Special Educational Needs and Disabilities (SEND) Policy**

"I have come that you may have life and have it to the full"

(John 10:10)

This policy was agreed by Governors

And shared with staff

Reviewed

Next review

**September 2017**

# S.E.N.D POLICY

Our SENDCo is Mrs Green Deputy Head Teacher

## 1. Introduction and SEND definition

This policy explains how St Teresa's Catholic Primary School makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school's ethos and with current legislative requirements (The Children and Families Act 2014, SEND Code of Practice 2014, Equality Act 2010). **Further information on each of the points and current Government and Department for Education legislation and guidance can be accessed at [www.dfe.gov.uk](http://www.dfe.gov.uk).**

*A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her i.e. provision that is different from or additional to that normally available to pupils of the same age. A Child of compulsory school age has a learning difficulty or disability if he or she:*

- *Has 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 SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 available on the Department of Education web site)*

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Equality Act 2010:

*A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to*

*carry out normal day-to-day activities. (Section 1(1) Disability Discrimination Act 1995, Equality Act 2010 available on the government web site)*

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

## **2. Aims and objectives**

**We aim to ensure that each child develops a life-long love of learning in a happy and caring environment that bears witness to our Gospel values.**

**Our aims:**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning, by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

7. To ensure that we strive to meet the needs of **all** children who come to our school.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve the children themselves in any decision making that affects them.
10. To involve the child in setting targets by using clear and accessible language.

### **Objectives**

Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services or early years' settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing annual information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEND work.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

### **3.Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is

Mrs AG Jones (Head Teacher).

- The person co-ordinating the day to day provision of education for pupils with SEND is

Mrs Green [*SENCO*]

- The nominated SEND Governor for SEN provision within school is Pamela Gamble

#### **4. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND support records of personalised provision, structured conversations or review meeting minutes for individual pupils.

##### **All staff can access:**

- The St. Teresa's SEND Policy which includes guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- A copy of the full SEND Register;
- Information on individual pupils' special educational needs, including action plans, targets set/outcome monitoring/tracking;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities including updates on current legislation;
- Information available through Nottingham City's SEND Local Offer

This information is made accessible to all staff and parents in the St. Teresa's SEND information report in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. It is the responsibility of the class teacher to maintain an SEN folder, to ensure that provision maps are kept up to date, to evaluate the effectiveness of provision and to work closely with support staff to provide differentiation in the classroom.

##### **The role of the Local Authority**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. ***Nottingham City's Local offer can be accessed on the Nottingham City Council's web site.***

## **6. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation (the whole school is part of the Local Authority's Common Admission Forum), including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. See Admissions policy for more information.

SENCOs within the Family of Schools meet termly to discuss SEND provision. This enables smoother transition between schools and to ensure a consistent approach. Transition to Secondary School is carefully planned and personalised through close liaison with Secondary SENCO and is tailored to meet an individual's specific needs. We encourage all new children to visit the school prior to starting. For children with special educational needs, we encourage additional visits in order to assist with the acclimatisation of the new surroundings. We also visit new starters or children with special educational needs in their current school/nursery. All information will be passed up to their new school or setting. Children with higher level needs will be given a personalised transition booklet detailing their new class setting.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

## **6. Inclusion of pupils with SEND**

St Teresa's school is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners that may have experienced previous difficulties. The Head Teacher and Governing

Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Pupils with SEND have access to the same curriculum as all other pupils. This includes all school trips including residential and extra-curricular activities to promote equal opportunities. Where appropriate, a personalised curriculum and individual provision map is implemented.

## **7. Facilities for pupils with SEN**

St Teresa's Catholic Primary School is a single site school which has undergone major building works; there is a newly built FS2 unit and Upper KS2 area. There is disabled access to the Foundation Unit and all access points. Shower, changing facilities and disabled toilets are also available. Ramp access into Main School through car-park by front entrance. An elevator to provide disabled access to the Year 5 and 6 block. Individual work stations suitable for small group work.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.

Children requiring equipment due to impairment will be assessed by the relevant support agency in order to gain the support that they require.

## **8. Resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **9. Identifying children who need Special Educational Needs Support**

At St. Teresa's early identification of pupils with special educational needs is a priority. In order to identify those pupils, we use progress over time as a key indicator. The signs that class teachers look for and discuss with the Special Educational Needs Coordinator (SENCO) are if the child is:

- making no or very limited progress over a period of time
- working considerably below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic key skills in English and/or Mathematics
- experiencing emotional/social /mental health problems, which impacts their learning
- impaired physically or sensory and are not making progress, despite receiving a differentiated curriculum and support. .

### **A graduated approach:**

#### ***Quality First Teaching***

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.*

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. After amassing information it will be determined which level of provision the child will need going forward. An initial cause for concern form will be completed by the class teacher.
6. If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is



recorded by the school as an aid to further progression and for future reference.

9. Pupil progress meetings with the SLT are used to monitor and assess the progress being made by the child. SENDCo will also monitor progress regularly.

### **School's SEND List**

After all the information is considered about the pupil's progress and where it is determined that a pupil does have SEND, parents will be advised of this and the pupil will be added to the SEND list. The pupil with SEND progress is regularly reviewed and the provision and outcomes evaluated on the class provision map. If a child has a higher level of need, an individual provision map will be created clearly outlining provision and outcomes. It is the responsibility of the class teacher to maintain and update the plan. If the pupil makes good progress they will be removed from the SEND list.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

*This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.*

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care (EHC) Plan***

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. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### ***Education, Health and Care Plans [EHC Plan]***

1. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **10. Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers will use a range of strategies and multi sensory approaches to meet children's special educational needs and deliver high quality teaching.

Lessons will have clear learning objectives; teachers will differentiate work appropriately, and use formative and summative assessment to inform the next stage of learning. Where necessary a personalised curriculum and timetable is provided to meet a child's special educational needs. All children with SEND will be included in extra curricular activities and activities and school trips outside the classroom. Robust risk assessments will ensure the right support is given for this to take place.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the SENCO monitors the provision several times a year and encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is also a termly formal evaluation of the effectiveness of the school special educational needs provision carried out by the Headteacher in her report to The Academy Trust, and a minimum of one audit report is made by

the link governor for special educational needs which is overseen by both the Local Governing Body and Academy Trust. Evidence collected will help inform school development and improvement planning.

## **12.Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is published on the school website. This can be found at:  
<http://www.stteresasprimaryschool.co.uk/>

## **13.In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN through staff meetings.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focused external training opportunities for all staff. The SENDCo operates an ‘SEN surgery’ drop in for all staff to discuss SEN issues.

## **14.Funding for SEND provision**

Schools have an amount identified within their overall budget called the notional SEN budget to be used, along with funding from the whole of its budget, to provide for additional to or different from provision for SEND pupils than that which is normally available to pupils of the same age. In addition to this the school can apply to the L.A for additional funding for more expensive specialist educational provision. In Nottingham City this is known as High Level Needs Funding (H.L.N.F). H.L.N.F provides extra monies to support pupils with exceptional needs that require the school to provided specialist support or 1 to 1 support for much of the school day.

### **15.Services available for schools from outside agencies**

In order to support the identified additional needs of a pupil school will work in partnership with other agencies as listed below:

Educational Psychologist (CEPS)  
Inclusive Education Services teachers from the L.A support service  
Speech and Language Therapists (SALT)  
School Doctor/Community Paediatrician  
School Nurse  
Community and specialist nurses  
Health Visitors  
Children and Adolescent Mental Health Service (CAMHS)  
Targeted services – Children’s Centre  
Behaviour Support Service (BST)  
Education Welfare Officer (EWO)  
Portage  
Faith in Families  
Parent Partnership Projects  
Safeguarding Services  
Social Workers  
Young Carers Federation  
Counselling services  
Other specialist services as needed

### **16.Links with other schools**

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The school is a member of the St Barnabas Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise

### **17.Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Health
- Education
- Social care

### **18.Working in partnerships with parents**

At St. Teresa's we believe that a close working relationship with parents is vital in order to ensure

1. early and accurate identification and assessment of SEND leading to the correct intervention and provision
2. continuing social and academic progress of children with SEND
3. personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

Parents are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

# Appendix

## Glossary

<b>SEND</b>	<b>Special Educational Needs and Disabilities</b>
<b>SENDCo</b>	<b>Special Educational Needs and Disabilities Co-ordinator</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>HLNF</b>	<b>High Level Needs Funding</b>
<b>LA</b>	<b>Local Authority</b>
<b>LO</b>	<b>Local Offer</b>
<b>SATS</b>	<b>Statutory Assessment Test</b>
<b>PIVATS</b>	<b>Performance Indicators for Value Added Target Setting</b>
<b>EHCP</b>	<b>Educational Health and Care Plan</b>
<b>CAMHS</b>	<b>Children and Adolescent Mental Health Services</b>





SEND Graduated Approach 2014.pub