



ST. BENEDICT'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs & Disability (SEND) Policy

St Benedict's Catholic Primary School - A Loving Christian family, nurturing and celebrating our gifts, talents and achievements through the example of our living faith

Policy Statement for SEN

We value the abilities and achievements of all our children and we are committed to providing for each pupil the best possible environment for learning.

We aim to give all our children including those with SEN every opportunity to develop their potential in all areas of the curriculum.

Compliance

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The Special Education Needs Coordinator (SENCo) is Julia Roberts – Qualified SENCO (National Award for SEN Coordination)

Main points from the 2014 Code of Practice.

Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

There is one school based category of Need known as 'Special Education Needs Support'.

All children are closely monitored, and their progress tracked each term.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents/carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Types of SEND

This includes children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction such as autistic spectrum and language disorders
- Cognition and Learning including dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay
- Social, Emotional and Mental Health such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- Physical and Sensory including hearing or visual impaired

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Identifying and managing children with Special Educational Needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

All teachers expect to have children with SEND in their classes.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

The progress of all pupils is monitored termly at pupil progress meetings. Children identified as not making progress in spite of Quality First Teaching or at risk of underachieving are discussed with the SENCo and a plan of action is agreed. This can include acquiring additional information that draws on:

- Analysis of the pupil's work
- Observations of the pupil (in class and in less structured situations)
- Feedback from discussions with parents/carers, pupils and staff
- Attendance and behaviour data

Concerns and agreed action are recorded by the teacher on the Initial Record of Concern pro-forma.

This is the beginning of the graduated approach (GA) outlined in the 2014 SEN Code of Practice: 0 to 25 Years. It is a continuation of our termly pupil progress meetings.

The GA is a cycle where the child's needs are assessed so support and provision can be planned for and implemented. The child's progress is reviewed at least termly and the impact of the provision evaluated leading onto renewed plans and provision.

Where class based actions do not bring about progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider.

Then a refined cycle of the 'assess, plan, do, review' process is implemented. SEN Support to address barriers to learning is outlined. If indicated, further assessment will be undertaken within school. The SENCO may undertake assessments to add to and inform teachers' own understanding and assessments of a child.

The school has a SEND (Special Educational Needs and Disabilities) team. The team meets at least once every half term to discuss SEND issues. This includes children on the SEN registers and also broader concerns of children who are vulnerable. The team is currently five staff: SENCO, Deputy Head, KS1 teaching assistant, KS2 teaching assistant and the office manager who has responsibility for monitoring attendance. Having a team approach enables our school to maintain its' whole school ethos and inclusive practices.

SEN Support Provision

This is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools.

A few children in school may have a higher level of need or a specific need so school may seek additional assessment and/or involvement from professionals outside school such as a paediatrician or educational psychologist. This is to gain a better understanding of a particular child's needs. Referral for these services is made using Warrington Borough Council pathways and procedures e.g. FSM01, CAF, Complex Need referral.

Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Working with Parents/Carers and Children

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

We aim to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Agree a plan and provision for the next term

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents are invited to a review of progress made and discuss provision for the next term.

Paperwork for children at SEN support

Once a child has been identified as needing SEN Support the following paperwork is completed:

The child is placed on the SEN register which is reviewed termly

An SEN plan of provision is produced and reviewed three times a year. The class teacher writes and implements the plan which records specific outcomes for the child to achieve, together with the measures to enable the child to achieve these targets.

The SENCo oversees this process and keeps a record in each child's SEN folder.

Each teacher is responsible for keeping copies of Support Plans and information that supports the graduated approach for children they are responsible for.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN, we may request the child to be assessed for an EHC Plan. In general a request for an EHCP could be considered if:

- The child is a child in care and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will allocate a key person to coordinate the assessment.

Teaching and Learning

All teachers expect to have children with SEND in their classes.

Each teacher is responsible and accountable for the progress and development of the pupils in their class. This includes pupils accessing support from teaching assistants or specialist staff.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards frequently encountered SEN e.g. dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School: Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governor

The Governor with particular responsibility for SEND is Lisa Ng. She meets with the SENCO or head teacher regularly to discuss SEND policy and practice.

Warrington's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Warrington's Local Offer is available from the website

<http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).