



# **St. Winefride's Catholic Primary School**

## **Special Educational Needs and Disability Policy**

CONTENTS

<b>1</b>	<b>Our Ethos and Vision</b>	<b>3</b>
<b>2</b>	<b>Definition of Special Educational Needs and Disability (SEND)</b>	<b>3</b>
<b>3</b>	<b>Key Role and Responsibilities</b>	<b>3</b>
<b>4</b>	<b>Aims and Objectives</b>	<b>4</b>
<b>5</b>	<b>Identification of Needs</b>	<b>4</b>
	5.1 The Code of Practice	4
	5.2 Cognition and Learning	5
	5.3 Social Emotional and Mental Health Difficulties	5
	5.4 Sensory and/or Physical Needs	5
<b>6</b>	<b>Graduated Approach to SEND Support</b>	<b>5</b>
	6.1 The Four Part Cycle	6
<b>7</b>	<b>SEND Provision</b>	<b>7</b>
<b>8</b>	<b>Managing the Needs of Pupils on the SEND Register</b>	<b>8</b>
	8.1 The Class Teacher's Responsibilities	8
	8.2 The Teaching Assistant's Responsibilities	8
	8.3 The SENCO's Responsibilities	8
<b>9</b>	<b>Criteria for Removing Pupils From the SEND Register</b>	<b>9</b>
<b>10</b>	<b>Requesting an Educational, Health and Care Needs Assessment</b>	<b>9</b>
<b>11</b>	<b>Supporting Parent/Carers and Children</b>	<b>9</b>
<b>12</b>	<b>Supporting Pupils at School with Medical Conditions</b>	<b>9</b>
<b>13</b>	<b>Monitoring and Evaluation of SEND</b>	<b>10</b>
<b>14</b>	<b>Training and Development</b>	<b>10</b>
<b>15</b>	<b>Storing and Managing Information</b>	<b>10</b>
<b>16</b>	<b>Complaints</b>	<b>10</b>
<b>17</b>	<b>Access to this Policy</b>	<b>11</b>
<b>18</b>	<b>Compliance</b>	<b>11</b>
<b>19</b>	<b>Reviewing the SEND Policy</b>	<b>11</b>

## **OUR ETHOS AND VISION**

At St. Winefride's Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

### **1. DEFINITION OF SEN AND DISABILITY (SEND)**

At our school we use the definition for SEND from the SEND Code of Practice (2014). This states:

SEN: 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.'

### **2. KEY ROLES AND RESPONSIBILITIES**

The Special Educational Needs Coordinator (SENCo) has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018)

The SENCo is a member of the Senior Leadership Team (SLT) and is also the designated teacher for Looked After Children (LAC). The SENCo at St. Winefride's is Sheila Britton.

SEND Governor: The SEND governor is Dave Graves. He has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body.

Designated Safeguarding Lead (DSL) is shared between the Head teacher, Paul Underwood and the SENCo

### **3. AIMS AND OBJECTIVES**

#### **Aims:**

At St. Winefride's School all pupils, regardless of their particular needs, are provided with inclusive teaching. This will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data, based on their age and starting points. We will use our best efforts to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.

Working in partnership with families is vital as they are encouraged to share information about their child's learning with the school. Together we plan, do (complete) and review targets and strategies with the parents/carers.

We would like pupils to become confident individuals able to make a successful transition on to the next phase of their education.

#### **Objectives:**

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre of the process.

To develop effective whole school provision management of support for pupils with SEND.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (July 2014).

### **4. IDENTIFICATION OF NEEDS**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

#### **5.1 COMMUNICATION AND INTERACTION**

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with

social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **5.2 COGNITION AND LEARNING**

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from Moderate Learning Difficulties (MLD) to children with Profound and Multiple Learning Difficulties (PMLD).

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

## **5.3 SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or attention seeking behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

## **5.4 SENSORY AND/OR PHYSICAL NEEDS**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

# **6 GRADUATED APPROACH TO SEND SUPPORT**

How the school decides whether to provide special educational provision.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team, identifies those pupils making less than expected progress given their age and individual circumstances.

The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Language, Communication and Interaction Service(LCIS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support.

The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the pupil at the centre of the process. An Individual Education Plan (IEP) may be drawn up.

## 6.1 THE FOUR PART CYCLE

6.1.1 **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

6.1.2 **Plan:** Where SEND Support is required the teacher/carers, SENCo will put together the IEP outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child

friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

6.1.3 **Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants (TAs) or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

6.1.4 **Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

## 7 SEND PROVISION

Some children may receive targeted support in class from a TA who helps to differentiate activities

Other provision includes:

- RWI 1:1 tutoring
- Literacy
- Numeracy
- Music activities
- Language enrichment groups
- Social skills groups
- Colourful Semantics
- Springboard Maths
- Numicon
- Reading and Language Intervention
- Self-esteem groups
- Attention autism
- Counselling from the Brentwood Catholic Children's Society
- Intensive interaction
- Before and Afterschool Clubs
- Booster classes

## **8 Managing the needs of Pupils on the SEND Register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs.

Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led.

### **8.1 THE CLASS TEACHER IS RESPONSIBLE FOR:**

- The progress and development of all pupils including those with SEND.
- Ensuring the plan is implemented in the classroom.
- Regular liaison with parents and the SENCo.
- Effective deployment of additional adults.
- Identifying on class planning the provision they are making for pupils with SEND.
- Supporting the SENCO in the writing and reviewing of targets for the pupils with SEND.

### **8.2 TEACHING ASSISTANTS ARE RESPONSIBLE FOR:**

- Ensuring that day to day provision is in place for the pupils they support.
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping.
- Resources.
- Maintaining specialist equipment.
- Regular communication with class teacher and the SENCo.

### **8.3 THE SENCO IS RESPONSIBLE FOR:**

- The SEND policy and its implementation.
- Coordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions.
- Attending network meetings and updating staff.
- Referrals to and liaison with outside agencies.
- Line managing TAs with responsibility for SEND.
- Liaising with and advising staff.
- Maintaining regular liaison with parents/carers.
- Coordinating annual reviews.
- Supporting staff in identifying pupils with SEND.
- Mapping provision throughout the school.
- Maintaining links and information sharing with receiving schools.

## **9 CRITERIA FOR REMOVING PUPILS FROM THE SEND REGISTER**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **10 REQUESTING AN EDUCATIONAL, HEALTH AND CARE NEEDS ASSESSMENT**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHC) being provided. This brings together the child's health and social care needs as well as their special educational needs.

## **11 SUPPORTING PARENTS/CARERS AND CHILDREN**

We provide support in the following ways:

- The Headteacher and SENCo operate an open door policy for parents/carers seeking support and advice.
- The dedicated SEND Governor who is available as a contact point.
- Individual arrangements can be made for phased entry into Reception class.
- Additional time and special arrangements for SATs.
- Support for transition between classes.
- A transition group for vulnerable Year 6 pupils transferring to secondary school.
- Inviting the SENCo of the receiving secondary school to the Year 5 Annual Review

## **12 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child

on a school trip/residential.

Some pupils may be further supported by a care plan. This document is usually completed by the school nurse, after a discussion with parents and school staff. The care plan should be displayed in the pupil's classroom, staffroom and other key areas within the school.

The team of first aiders in the school is responsible for the administration of medicines documented on the health care plans/protocols.

## **13 MONITORING AND EVALUATION OF SEN**

The head teacher and the SLT regularly monitor and evaluate the quality of provision for the pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy.
- Liaising termly with the SENCo.
- Ensuring that pupils with SEND participate fully in school activities.

## **14 TRAINING AND DEVELOPMENT**

Training needs are identified in response to the needs of pupils currently on the SEND register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Downs syndrome and dyslexia. The SENCo attends network meetings to share good practice with colleagues to keep up to date with SEND developments.

## **15 STORING AND MANAGING INFORMATION**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Individual SEND files are transferred to receiving schools when pupils leave St. Winefride's Primary School.

## **16 COMPLAINTS**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at St. Winefride's to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to contact the SEND Governor.

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

## **17 ACCESS TO THIS POLICY**

You can get a copy of our policy in a number of ways:

- The school website, follow the link:
- A hard copy on request at the school office
- Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font.

## **18 COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 Years (July 2014) and has been written with reference to the following related guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013, School SEN Information Report (2015) framework document Sep 2013, Safeguarding Policy Accessibility Plan, Teachers Standards 2012

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually.

Date of review: September 2017.



Paul Underwood - Head Teacher



Sheila Britton - SENCo