

# **St Chad's Catholic Primary School**

**Part of the St John Bosco MAC**

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



### **CRC Article 29(goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Introduction

St Chad's Catholic Primary School has a named SENCO (Mrs Sarah Simner) and a named governor (Mrs Laura Hughson) who ensure that the St Chad's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. At St Chad's Catholic Primary School, it is the belief that all children have a right to a full and rounded education which will enable them to achieve their full potential.

### **Definition of SEN and Disability (SEND)**

At our school we use the definition for SEND to mean 'Special Educational Needs and Disabilities' 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.'

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

St Chad's Catholic Primary School believes that all children with a Special Educational Need must have their needs recognised and assessed, with appropriate and timely intervention put in place.

We strive to deliver appropriate curriculum to:

- provide suitable learning challenges
- meet the pupils diverse learning needs
- remove the barriers to assessment and learning

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 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.

### **Cognition and Learning**

Children and young people with learning difficulties. These children are identified making less than expected progress given their age and individual circumstances. This can be characterised by progress which, despite relevant interventions:

- 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
- widens the attainment gap

Learning difficulties covers 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. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health (SEMH)**

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 disturbing behaviour. 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. In managing pupils' mental health and behaviour difficulties in school.

## **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. Some children and young people with a physical disability (PD) require additional ongoing support and / or equipment to access all the opportunities available to their peers.

## **Policy Aims**

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil and parents in the planning and target setting for their child and to request, monitor and respond to parent's and pupil's views.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken or intervention that has occurred.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

## **Policy Objectives**

- To identify as early as possible those pupils with SEND and the nature of their needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To work in cooperation with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of SEND pupils.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND. Class teachers, supported by the senior leadership team and SENCO, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. 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.
- Widens the attainment gap.

Reasons for a child being added to the SEN register may include:

- A pupil has SEND where their learning difficulty or disability calls for special educational provision. This provision is different from or additional to that normally available to pupils of the same age.
- Pupils may make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness and the appropriate intervention has been delivered.
- Show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some (or all) curriculum areas. Present with persistent emotional or behavioural difficulties which are not improved by the behavioural management techniques usually employed in the school. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN, but where there are concerns, an assessment may take place to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- Have sensory or a physical disability, and continues to make little or no progress, despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continues to make little or no progress.
- Also, despite having received intervention, the child continues to fall behind the level of their peers.

## **Procedure**

The SENCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the SENCO. Parents are consulted on, and informed of any action, which the school proposes to take. In order to support children with special educational needs or disabilities, St Chad's Catholic Primary School adopts a graduated approach built on the model of 'Assess- Plan-Do- Review'. The structured approach involves assessing and identifying needs, planning provision, support and interventions, embedding and delivering high-quality support and provision, and then reviewing the effectiveness and impact of that support for pupils. This process is overseen by the SENCO and the Head Teacher.

## **SEN Support Action**

- The class teacher and SENCO will identify target groups and individual children who are not making expected progress.
- The class teacher and SENCO will identify appropriate support in order to meet the specific needs of each child.
- The class teacher has overall responsibility and will:
- Have already provided adapted work and made use of any in class support from a classroom assistant.
- Have gathered information about the pupil, and made an initial assessment of the pupil's needs in consultation with the SENCO.
- Provide increased adaptive teaching strategies exploring ways in which increased support might meet the individual needs of the pupil. This will include opportunities for pre-teaching and gap filling in small groups in response to needs identified.
- In consultation with the SENCO, any outside agency support required will be identified and arranged. This includes (but not exclusively) Educational Psychology, Sycamore partnership, Counselling, Early years support, Occupational Therapy, Speech and Language, Learning support, visual and hearing impairment service and the school nurse.
- The SENCO and class teacher will hold regular reviews with parents.
- The pupil's progress will be monitored and reviewed at termly pupil progress meetings and new interventions/strategies agreed with parents, which in turn are entered onto the provision map and LSP.
- The provision map records all interventions in place for every child and is reviewed in line with pupil progress meetings.

The class teacher takes the lead in co-ordinating the pupil's special educational provision, consulting the SENCO, but remains responsible for the meeting of need.

## **Educational and Health Care Plan (EHCP)**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN 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 (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. The EHCP replaces what were formerly called 'Statements of Special Educational Needs'. As a parent you have the right to request an Education Health Care Needs Assessment. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

## **Reviewing Education Health Care Plans**

In addition to the SEN support meetings and SEN reviews at parents' evenings offered to pupils on SEN support, we also ensure the EHCP is used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. EHCPs are reviewed by the local authority as a minimum every 12 months. Reviews focus on the child

or young person's progress towards achieving the outcomes specified in the EHC plan. The review decides whether these outcomes and supporting targets remain appropriate.

### **The Role of the SENCO**

The SENCO at St Chad's Catholic Primary School is Mrs Sarah Simner and her responsibilities include:

- The SEND Policy and its implementation
- Coordinating the provision for children with SEND
- Updating the SEN register
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the CPD of staff in relation to SEND
- Managing the school based assessment and completing the documentation required by outside agencies and the LEA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Liaising with secondary schools to ensure effective transfer of pupils in year 6 into year 7
- Supporting teachers in identifying and meeting the needs of individual and groups of children.
- Liaising with support staff who deliver the intervention programmes.
- Overseeing the operations of the Oak Tree Room

### **The class teacher is responsible for:**

- The progress and development of all pupils in their class, including those with SEN and pupils who access Oak Tree Room
- Providing quality first wave teaching and identifying on class planning the adaptive teaching provision they are making for pupils with SEN
- Ensuring the intervention plan is implemented in the classroom
- Writing and reviewing the provision map for pupils with SEN
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Setting achievable, but aspirational, targets for individual pupils and evaluating the success of these targets
- Meeting with parents / carers at parents' evenings and open evenings to involve them in the review and plan of interventions
- Discussing with pupils their interventions, taking their views, wishes and feelings into account, and involve them as fully as possible in decision making about their own education
- Contributing to the annual review of Education Health Care Plans.

- Identifying and referring pupils who are having difficulties to the SENCO via the SEND referral form or in a face to face meeting
- Attending CPD provided by the SENCO.

### **The role of the governing body**

- The governing body does its best to secure the necessary provision for any pupil identified as having SEND.
- The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.

### **The monitoring criteria includes:**

- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results (for individuals and groups of pupils)
- Value added data for pupils on the SEN/D register and children attracting pupil premium funding.
- Evidence from OFSTED inspection reports
- School profile
- School Development plan

### **Policy Success Criteria**

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in this school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in with the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality first wave adaptive teaching that is personalised to meet the needs of every individual.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.



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- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision and inclusion overall.

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