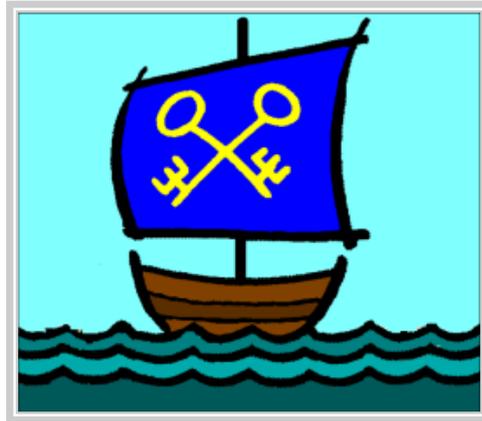


ST PETER'S CATHOLIC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Special Educational Needs Co-ordinator - Sarah Davis

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INTRODUCTION

At St Peter's Catholic Primary School we pride ourselves on being an inclusive school that supports each child to become a successful learner. In addition we are committed to ensuring that we consider the whole child with particular emphasis on the child's emotional well-being. With these two important elements in mind we provide the necessary support to ensure that the child enjoys and makes the most of their time at St Peter's School. The Governing Body ensures that appropriate provision is made for all pupils with SEND.

We believe that every teacher is a teacher of every child including those with special educational needs.

With regards to Special Educational Needs and Disabilities (SEND) as from September 2014 following the Children and Families Act 2014, the school has worked in accordance with the Code of Practice 0-25. As stated in this document the definition of SEND is:

A child or young person has SEN 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*
- *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*

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for Quality First Teaching that is fully inclusive.

The Policy should be read in conjunction with the Local Offer and *SEND Information Report* that can be found on the school web site.

AIMS AND OBJECTIVES OF THIS POLICY

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN THE SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCO who has Qualified Teacher Status and has completed the National SENCO Award.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health and Care Plan (EHCP).

A positive and sensitive attitude is shown towards all pupils by adults in school.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCO is responsible for:

- overseeing the day to day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- liaising with the Headteacher
- managing teaching assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies
- The SENCO is responsible for reporting to the governor with responsibility for SEN on the day to day management of SEN policy. Termly meetings will take place.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

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. Children and young people with ASD, including Asperger's Syndrome and Autism, 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

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 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 DIFFICULTIES

- Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

SENSORY AND/OR PHYSICAL NEEDS

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

* See appendix 1 for definition of dyslexia

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of the Pupil Premium (PP)
- being a Looked After Child (LAC)
- being a child of a service woman/man

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs with the analysis of data, including:

- Baseline and end of FS data
- Year 1 Phonics screening test
- SATs at end of KS1 and KS2
- NFER and Sandwell maths assessments
- Reading and spelling age assessments
- Annual and termly pupil assessments
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
- Screeners for specific learning difficulties

The SENCO maintains a register of pupils identified through the procedures listed. This register is reviewed each term. Termly meetings with class teachers and Senior Leadership Team ensure that detailed analysis of progress is undertaken. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways, relating specifically to their needs. This may include:

- in-class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, Class Teacher or Learning Mentor (LM)
- individual class support / individual withdrawal with TA or Teacher
- further differentiation of resources
- interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies

- access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between a pupil and their peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon a pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in a pupil's behaviour

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's passport may include: information from parents, information on progress and behaviour, pupil's own perceptions of difficulties and information from health/social services and other agencies.

INDIVIDUAL LEARNING PLANS AND LEARNING PROFILES

Pupils on our SEND Register will have an Individual Learning Plan (ILP) setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan and this is reviewed at the Annual Review meeting. In subjects where all children have curriculum targets, these are used to inform the ILP targets. The ILP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on up to four individual targets that closely match the pupil's needs. The ILP will be created through discussion between the SENCO, teacher, pupil and discussed with the parent or carer. ILPs will be reviewed by teachers supported by the SENCO at termly intervals with the inclusion of parents, carers and pupils' views.

CODE OF PRACTICE GRADUATED RESPONSE *see appendix 2&3 for Model of Inclusion

The school adopts the levels of intervention as described in the 2014 SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The progress of the pupil is then carefully monitored over normally period of one term.

If however the child continues to experience difficulties and is not making expected progress, the SENCO will then decide to place the pupil on School Support Tier 1, add the pupil to the SEND Register and targets will be set on an Individual Learning Plan. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results and regular liaison with the class teacher and parent will follow.

Depending on the level of progress or any involvement with external support services, the pupil may well be escalated to School Support Tier 2 and targets incorporating specialist strategies will be set on the Individual Learning Plan. Parental consent is sought before any external agencies are involved.

REQUEST FOR STATUTORY ASSESSMENT – Education Health Care Plan (EHCP)

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- records from past interventions
- current and past Individual Learning Plans
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- attainment and progress data
- other relevant assessments from specialists such as support teachers and educational psychologists
- views of parents
- views of the pupil
- social Care/Educational Welfare Service reports
- any other involvement by professionals

EDUCATION, CARE AND HEALTH PLANS

An EHCP (School Support Tier 3) will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer, within the SEND resources. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child as well as targeted provision which must be given to the pupil. These are used to develop targets that are matched to the longer and shorter term objectives set in the EHCP and delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCP must be completed annually. The SENCO will organise these reviews and invitations may include:

- pupil's parent
- relevant teacher
- relevant teaching assistant
- representative of the SEN Inclusion and Assessment Team usually the Special Needs Officer (SNO)
- Educational Psychologist if appropriate or any other external agency involved with the EHCP
- any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- confirm need for application for any additional funding
- if appropriate to set new objectives for the coming year

- at Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms 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 or SEN.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the SENDIAS services
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

SPECIAL PROVISION

The school has the following special facilities:

- wheelchair access including lift to first floor
- disabled toilet with hand rails
- all classrooms are carpeted (excluding cloakroom and practical areas)
- blinds and curtains in classrooms to reduce glare
- ramps to outside doors to allow for wheelchair access
- individual adaptations will be made for specific pupils e.g. wobble cushions, writing slopes, ear defenders and individual work stations.

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register any one or more of the following agencies may be involved:

- Child Protection Advisors
- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC Worthing Hospital)
- Social Communication Team
- Speech and Language Service
- Occupational Health
- Physiotherapy
- Learning and Behaviour Advisory Team
- School Counsellor
- School Nurse
- Social Services
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Educational Welfare Officer
- Early Help Services

RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

COMPLAINTS

If a parent/carer has concerns regarding their child with Special Educational Needs they should raise them initially with the class teacher. Most matters are dealt with at this stage. Should this be unsuccessful they should arrange a meeting with the SENCO. Should concerns still remain, parents should contact the Headteacher.

Parents /carers are informed about the SENDIAS so they can obtain support, advice and information if they wish.

REVIEW OF THE SEND POLICY

This policy has been developed and agreed with staff and the Governing body. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a regular review of both policy and practice. The outcomes of this review are used to inform the School Improvement Plan.