

St Vincent's Catholic Primary School



Special Educational Needs & Disability Policy

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SENCo – Ms Badawi
SENCo assistant – Mrs Di Tunno

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. Every teacher is a teacher of every child including those with SEN.

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This policy should be read in conjunction with:

- Accessibility plan
- Behaviour Policy
- Safeguarding Policy
- Medical Needs Policy

Mission Statement

We aim to provide a Catholic education for our children, in which Christian values are shared and lived by all. We work to provide committed teaching, giving due regard to the requirements of the National Curriculum. Our school offers a secure and caring environment where there is equality of opportunity for each child to realise his or her potential.

Aim

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our articles of association.

- To raise the aspirations of and expectations for all pupils with SEN
- To provide every child with access to a broad and balanced education, this includes the National Curriculum, in line with the Special Educational Needs Code of Practice 2014

Objective

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To ensure that children with special educational needs and disabilities join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To ensure that learners with SEN develop independence and build resilience in their learning
- To promote effective partnership and involve outside agencies when appropriate

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school is "Needs Lead" and therefore varies each year in response to identified needs.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

Children have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We have a rigorous system of progress monitoring across the school which takes place on a termly basis through discussions, data analysis and most importantly, Pupil Progress meetings. This identifies pupils who are not making expected progress and may include discussion about progress in areas other than attainment, such as social skills. Whole school provision planning takes place, with responsibility shared between teachers/SENCo/SLT.

Behaviour can no longer be included as a special educational need. The underlying reason for a child's behaviour might be a special educational need.

Consideration is given to other influences that may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being eligible for Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We believe that pupils at St Vincent's are pupils of the Whole School and not just of a single class. We view the support of all our pupils as a Whole School Responsibility.

The SENCo - The named SEN coordinator for the school is Ms Badawi

The SENCo Assistant - Mrs Di Tunno deals with the majority of the day-to-day business of the Special Educational Needs team, completion of forms and liaison with our partner agencies. She also works directly to support pupils with SEN.

These members of staff will form links with local health agencies and with LA sources, liaise with parents, school staff and pupils in order to identify, support and review pupils' particular needs.

- Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. Class teachers also have the ongoing daily duty of ensuring that their planning and teaching includes strategies and teaching methods which will ensure that children identified as having Special Educational Needs, have every opportunity to access the full curriculum.

- Support Assistants are employed to support pupils in each class. Class teachers will liaise with the Support Assistants assigned to their year group when planning lessons.

There are additional Teaching Assistants who may work with groups of pupils or an individual pupil with Special Educational Needs. It is the responsibility of the class teacher to provide resources and lesson plans for these occasions. Sessions will offer strategies to access the curriculum and should not be taken in isolation. It is the school's philosophy that support is given in class when possible, as research shows that this enables pupils to generalise the skills that they are learning.

- A member of the Governing Body, takes a special interest in SEN. The School defines this role as one of communication between The SENCo and the Governing Body. There are also various statutory duties, which are the responsibility of the Governors, for example the implementation of the Accessibility Policy. Such statutory duties will be carried out by the SEN Governor and the SENCo. In general SEN provision remains the responsibility of the Governing Body as a whole.
- The Local Authority has appointed an Educational Psychologist to assess pupils and advise staff and parents in supporting learning. Mrs Derry is our Educational Psychologist.

The Local Authority can also signpost parents to parental support services, both through the LA (The Information, Advice and Support Service -IASS - formerly Parent Partnership) and also through independent voluntary services.

Mrs Roche is the designated teacher with specific Safeguarding Responsibility. She is also responsible for Pupil Premium and for meeting the medical needs of pupils.

A graduated approach:

Before special educational provision is made, the SENCo and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the 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 – Plan – Do – Review process	
Assess	Summative and formative assessment used to identify barriers to learning. May also involve assessment by external agency.
Plan	Advice and recommendations incorporated into individual education plan or provision map. This will involve SENCo, class teacher and parents.
Do	Interventions put in place, following recommendations.
Review	Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

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

- Little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Sensory or physical problems, making little or no progress, despite the provision of specialist equipment.
- Communication and/or interaction difficulties, and continuing to make little or no progress.

Criteria for exiting the SEN register

Pupils will be removed from the SEN register when they have progressed in line with age appropriate expectations. These children will be monitored carefully to ensure that they continue to make appropriate progress. For some pupils it would be inappropriate to remove support, for example, when a pupil needs support with a physical or sensory need.

The Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with an additional teacher, with TA support or other Wave 3 intervention, eg 5-minute box for maths.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- After initial discussions with the SENCo, the child's class teacher will continue to be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

- For children with more complex needs or those not responding to strategies in place, it may be necessary to involve outside agencies.

Intended outcomes and interventions are recorded, by the class teacher, for each child on class provision maps. Provision maps include additional interventions for any child in the class, not just those on the SEN register. The reviewed maps are included in discussion at pupil progress meetings. Outcomes, interventions and support are adapted according to progress made. For pupils with more complex needs, an IEP may be created by the class teacher and reviewed at least once a term. Following review, new targets are set and support/interventions are adapted as necessary. Parents and children are involved in the process.

In some cases it may be necessary to involve specialists from outside agencies. The decision to do this will be made, in consultation with parents, by the SENCo/HT. Referrals will be made by the SENCo. The result of this may be additional assessments, recommendations or direct support to the child. The cost of employing specialists will be taken from the 'notional' £6,000 allocation for children with SEN. The impact of specialist support will be monitored by the SENCo/HT. For some referrals it may be necessary to complete a CAF.

The application for an Education, Health and Care Plan 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 not 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. Support for parents during this process may be obtained from the Information, Advice and Support Service – IASS who are located in the family's home borough.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the home borough of the family, 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 in developing and producing the plan.
- b. 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.
- c. 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.

Allocation of resources for pupils with SEN

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented showing, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

Inclusion of pupils with SEN

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

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

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

SEN provision and interventions are recorded on a provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

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.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEN 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.

Working in partnerships with parents

We believe that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEN, leading to appropriate intervention and provision;
- b) continuing social and academic progress of children with SEN;
- c) personal and academic targets are set and met effectively.

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 SEN to the Information, Advice and Support Service -IASS where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.