

St Edward's Primary School a Catholic Voluntary Academy

SEND Policy

Reviewed March 2019
Review Date March 2020





Our Mission Statement



...we should love people not only with words and talk, but by our actions and true caring.
1 John 3:18

Our Vision Statement

We are guided by our Mission Statement and we aim to:

- develop and care for the **whole child** through our teaching and sharing of the Catholic faith.
- show our love of God in the way we care and value each other and ourselves.
- aspire and equip children with those skills necessary to become contributing members of society and responsible adults.
- recognise and encourage all pupils' individual gifts and talents.
- provide an excellent quality of education striving to achieve the very highest standards for all pupils and, at the same time, develop lively critical minds.
- develop each pupil's appreciation of education as a lifelong and enjoyable process.
- work in partnership with the Parish and families, local schools and community groups recognising that only by working together can the school make its contribution towards the development of committed Christians and active members of the Church.

Special Educational Needs and Disability Policy

‘In the one spirit’

SEND Policy

At St Edward’s our vision for children with special educational needs and disabilities is the same as for all children - that they fulfil their potential through enjoying, achieving and celebrating their learning by keeping Christ at the centre of all they do. That have high aspirations and are aware that they are known, valued members of their community.

We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential and become lifelong learners fulfilling their Christian mission and moral purpose.

At St Edward’s we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. We see high quality provision as essential and believe that channelling our energies into working closely together as a family of Catholic schools to provide outstanding education will bring high aspirations into reality.

St. Edward's R.C. Primary School

Policy on Inclusion for Children with Special Educational Needs and disabilities.



St Edward's Primary is committed to the promotion of equality and diversity.

[Mission Statement link](#)

'Live, Love and Serve'

The school strives to provide a broad and balanced curriculum for all children.

We aim to develop an awareness of God's love for each person in the school community, through our work and prayer.

We aim to show our love of God in the way we care and value each other and ourselves

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Statement of Intent

At St. Edwards we have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs. The school environment nurtures the whole child, giving them the opportunity to develop their skills and knowledge in a Catholic setting.

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious requiring more long term intervention and greater support. We also recognise the fact that a child does not have a learning difficulty solely because their language at home is different from that at school.

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (**SEND COP 2014**)

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

These 4 primary areas of Special Educational Needs are:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and /or Physical development

In this policy we aim to detail how we support all children with SEND at St. Edwards.

Aims

We believe at St. Edward's that Inclusive Education is about what we can do in the best interests of the child by providing an appropriate education within what is reasonably available.

SEND Code of Practice 2014

6.1 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.*

(SEND COP 2014)

At St. Edward's school, staff, parents and pupils will be constantly involved in the best ways to support all pupils and their needs within the school. There is flexibility in approach in order to find the most suitable learning environment for each children

It is our aim to try to provide inclusivity across a spectrum of ability by:

- To work in partnership with children and their families at every stage of the SEND process.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- Providing opportunities for teaching and learning, which value the self-worth of individuals, building self-esteem through increased positive attitudes and actions.
- Adapting systems and structures to meet children's needs through relevant adaptations to the school curriculum, buildings, attitudes and values so children are enabled to reach their full potential.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

Complex Needs

In St Edwards, our understanding of a child with Complex Needs is a child who has a range of additional needs which require specialist support. Therefore, developing a collaborative and child centered approach to their learning is crucial in the development of the whole child.

Educational Inclusion

We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication and language.
- Planning to develop children's understanding through the use of all available resources and experiences.
- Planning for children's full participation in learning and in physical and practical activities.
- Help children to manage their behaviour and take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Teaching assistants assist teachers in responding to children's needs by:

- Sharing in the assessments of needs and planning of objectives
- Carrying out differentiated activities or programmes of work, with small groups or individual as specified by the teacher.
- Using suitably modified resources or activities to help meet specific objectives

Objectives:

- That our school's philosophy as outlined in our Mission Statement, underpins all of our actions and is actively promoted by all members of our school community.
- That all children whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
- That we have high expectations of all our pupils in all areas of school life and set suitable learning challenges.
- That we respond to pupils' diverse learning needs and that children's views are sought and targets shared.
- That we promote positive partnerships with parents, involving them in children's learning programmes and achievements so that they are aware of their targets.
- That we make appropriate use within of the expertise of external agencies through provision mapping.
- That our policies and procedures on Special Educational Needs and the Code of Practice 2014 are known, understood and followed by all members of staff.
- To provide relevant staff training.
- To provide the SENCO with one session per week of non-contact time to monitor the children's progress, especially in relation to teaching, learning, annual reviews and meet with parents.
- To maintain our system for assessment, recording and reporting which is easily managed, accessible and clearly linked to the SEND policy.
- To continue to provide a supportive Performance Management process for teaching Assistants with opportunities for professional development.

Arrangements for providing access for pupils with SEND to the National Curriculum.

All children will be taught a thoughtful, knowledgeable and creative curriculum relevant to the needs of the individual. Effective inclusion provides a strategic approach to teaching and is designed to minimise underachievement for all learners. . Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014:

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches.

Where this provision is not resulting in progress, as outlined in the Code of Practice 2014, the SENCO will be consulted for advice. (SEND COP 2014)

Arrangements for co-ordinating educational provision for pupils with SEND

In St. Edward's school the SENCO is responsible for:

- Managing day to day operation of the policy; coordinates the provision for and manages the responses to children's special needs.
- Advises on the graduated approach to providing SEN Support.
- Co-ordinating provision for children with SEN
- Advises on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaising with the relevant Designated Teacher where a LAC has SEN.
- Supports and advises teachers and support staff.
- Maintains the schools SEN register.
- Contributes and manages the records the records of all children with special educational needs and disabilities.
- Manages the school based assessment and completes documentation by outside agencies and the LA.
- Liaises with external agencies and other support agencies including the LA.
- Liaises with parents of pupils with SEN.
- Liaising with the SLT to provide professional development opportunities.
- Collaborating with the foundation subject staff to provide opportunities for those children with SEN to make progress in areas of the curriculum where they show a strength or talent.
- Involvement in strategic planning for SEN provision by identifying future needs.
- Works with Head Teacher and governors to ensure that the school meets its responsibilities in the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Meetings between the SENCO, year group class teachers and teaching /SEN assistants to review progress are held termly. More regular meetings take place as and when necessary between SENCO, staff, parents, pupils and external agencies.

Progress meetings are held with the SLT to monitor the effectiveness of inclusion and attainment. Data is tracked and analysed.

Responsibilities of Head Teacher and Designated Governor

The Head Teacher, and Governing Body determine the schools policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENCo, who coordinates \SEN within the school. The SENCo in turn keeps the Governing Body fully aware of SEND issues.

The SENCO role at present is split into Key Stages:

- **EYFS:** Mrs McGuinness (EYFS Leader)
- **KS1:** Mrs Teasdale (DHT/KS1 Leader)
- **KS2:** Miss Allinson (AHT/KS2 Leader)

Working within available resources the Governing Body and Head Teacher are able to:

- Support the team in carrying out their work to a high standard.
- Promote high expectations.
- Monitor and evaluate the quality of teaching, learning, attainment and progress.
- Ensure that SEND allocation in the budget enables, as far as possible, the SENCO to meet their objectives and by doing so raise standards in the classroom.
- Ensure continuity of practice in line with the school policy

The SENCO, Head Teacher and the Designated Governor work together to monitor the effectiveness of the procedures in place.

Roles and Responsibilities

SENCO takes the lead in:

- Further assessment of the child's strengths and weaknesses.
- Planning future support for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.
- Ensuring that parents are consulted and kept informed of action.
- In some cases outside professionals may already be involved. If they are not the SENCO should contact them if applicable.

Class teacher should:

- Remain responsible for working with the child on a daily basis.
- Plan and deliver a school support plan.

Documentation Required:

- A child's individual record will be centrally and securely filed. Access is via the SENCO.
- A record of the review meetings.
- Pupil assessment profile / tracking.
- Pastoral Support Programme (EBD) if applicable.
- Pupil Assessment information e.g. EYFS – Development Matters, schools assessment information and comparative age related expectations.
- SEN-R registration form signed by parents or guardian.
- Pupil's personal information form.

- Action summary sheet from Educational Psychologist, if applicable.
- Multi-disciplinary team reports.
- Provision Mapping.
- The SEN register will be kept by the SENCO.
- PEP.

Looked After Children and SEND

LAC are nine times more likely to have a statement of SEN. The majority of LAC will have SEN. Teachers and other professions use school and LA assessments to identify any special educational needs and address effectively – Section 86 promoting Educational Achievement of Looked After Children

At St Edwards we monitor carefully the attainment of vulnerable children including those who are looked after. We work closely with other services including social care to ensure children make progress in all areas including learning and behaviour using the child's Personal Education Plan and our own personal targets for the child. These are reviewed regularly within the timescales of 20 days, 3 months and 6 months.

SEND Procedures

The Code of Practice 2014 provides us with a framework for deciding the appropriate action St. Edward's school must take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care plan (EHC)

English as an Additional Language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Assessment

Each class teacher has responsibility for the education and pastoral care for the children within their class. The class teacher, therefore, is usually the first person to identify the child who is failing to progress alongside the SENCO and assessment co-ordinator who continually monitor and track pupil progress and attainment.

Early identification of SEN is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Parent's views are vital in the process and the SENCO works closely with parents and teachers to plan appropriate programmes of intervention and support.

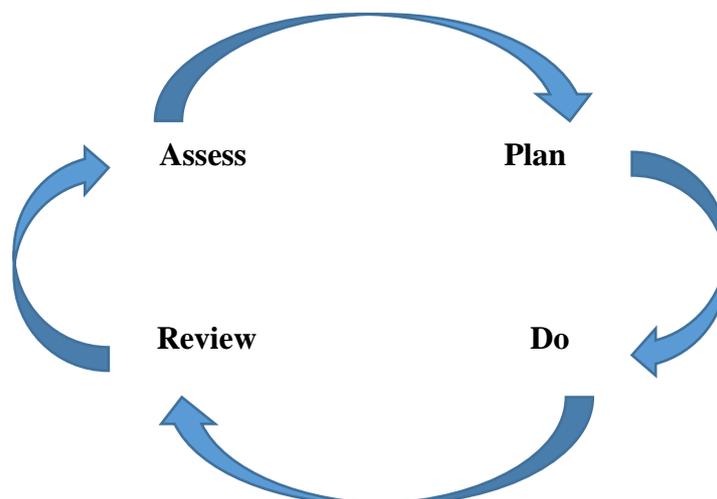
Monitoring

Regular meetings between the SENCO and Senior Management Team are held when the progress of each child is discussed on a rolling program. The Designated Governor attends these meetings at intervals so that they are aware of the procedures, which operate in school.

- The SENCO must ensure that the pupil and parents understand the agreed outcomes of any interventions and how they can be a partner in working towards their targets.
- The SENCO must be aware that many pupils may already be in contact with other professionals.
- The SENCO must be aware of any local support or advocacy services for children.

The SEND Process

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers.
- Follows a cyclical, graduated approach.



The graduated response adopted in the school recognises that there is a continuum of needs. This is recognised in the SEN code of practise.

1. Placing our children on a Cause of Concern list in consultation with the parent and child.

Where a pupil's attainment or progress is cause for concern teachers will share their concern with the child's parent and SENCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through St. Edward's provision mapping process) their progress will be closely monitored.

2. Vulnerable Children.

Where attendance and punctuality is poor, staff will keep a record and this will be monitored. Any medical needs will be taken into consideration. Behaviour issues will be identified and discussed with the relevant people involved with the child/ren. Specific targeted support will

be initiated, further assessments may be arranged and then if necessary a Referral to outside agencies e.g. Educational Psychologist will be made.

3. Placing the children on 'SEN Support'.

Where there is concern that everyday 'quality teaching' is not enough to support their needs school will consider all of the information gathered about a pupil's progress, alongside national data and expectations of progress to decide whether to make special educational provision. High quality and accurate formative assessment as well as expertise from external agencies and professional will be used to inform judgements.

An early discussion with the pupil and their parents will also develop a good understanding of the pupil's areas of strengths and difficulty, parent's concerns and agreed outcomes for the child as well as next steps. Parents will be given information about advice and support they can access.

Provision will be recorded on the school's provision map and progress, including expected outcomes, attainment and views of pupils and parents shared.

Assessments will be reviewed regularly and the class teacher remains responsible for working with the child on a daily basis. The impact and quality of the support and interventions will be evaluated but the SENCo, class teacher, parents and pupil and will be revised in light of pupil progress. There is opportunity for greater involvement from external agencies .e.g Educational Psychologist, Speech and Language therapy, Physiotherapy, Play therapist. The involvement of specialists will be recorded and shared on the provision plan and the range of strategies, equipment and approaches used to support the child's progress will be reviewed by agreed dates.

4. Application for an Education, health and Care Plan (EHCP)

Where a child's needs are considerable and despite St Edwards' having taken relevant and purposeful action to identify, assess and meet the needs of the child the school and parents will consider and Education, Health and Care needs assessment. This will involve presenting to the local authority evidence of the action taken by the school to support the child at SEN support.

Partnership with Parents/Carers

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- Our schools Local Offer is available on the website www.stedwardsrc.eschools.co.uk.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.

- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers as outlined in our DDA Policy.

Pupil Participation

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their learning, discussing their choices, assessment of needs and in the review procedures.

Access to the National Curriculum

We ensure that all our children with SEND have access to a broad and balanced curriculum by:

- Acting on information collated about the child and use appropriate assessment to set targets which are deliberately ambitious.
- Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement which ensures all pupils will be able to study full national curriculum.
- Acting upon continuous assessment and providing differentiated tasks.
- Ensuring that children with reading difficulties are not penalised in other subjects by giving them help with reading problems and questions.
- Implementing our 'Behaviour Policy'. (See Behaviour Policy 2016-2017).
- Encouraging children and helping them to achieve at an appropriate level and helping them to feel confident when tackling new tasks.
- Opportunities to access the New National Curriculum 2014 and Assessment without levels.
- Extended school opportunities with vulnerable groups of children identified

We believe that every child is encouraged to reach their full potential.

Transition and links with other schools

- St Edward's will share information which will support the planning and preparation between the different phases of education.
- St Edwards will work alongside schools as part of the Middlesbrough Catholic Partnership to ensure transition is smooth and agreed information between parents, child and school is shared.

The SENCO has one session release time per week and time each term to monitor classroom practice, carry out Performance Management, analyse teachers' planning and provision, and time to talk to children about their progress. These procedures are seen as key factors in supporting teachers in improving classroom practice.

The school has **access to the following resources.**

- School resources – e.g NUmicon, Project X, Code X and Lexia.
- Multi-disciplinary SEN support.
- Learning support teacher – 20 sessions over 3 terms.
- Educational Psychologist.
- Intervention strategies.
- ICT resources.
- Teaching Assistant support for vulnerable groups of pupils and individuals.

External Support

When external agencies are involved in within class support or withdrawal, as determined by the SENCO and class teacher in cooperation with the agency involved, every effort will be made to make their support as effective as possible. This will involve joint planning between teacher and support teacher.

We link with other school, special schools, health and social services departments and the LA. We work on a regular basis with the following:

- Mrs Marianne Doonan and Linda Madden – Educational Psychologist.
- Mrs Lyndsey Dickson – St Edward’s LSS.
- Mrs Lauren Headly – School Nurse.
- Speech Language Team – 01642 516780.
- Mrs Maggie Butler – Occupational Therapist.
- Mrs Ellen Brannigan – PSA Family support Worker.
- Cerys Ovington – Play Therapist.

Arrangements for considering complaints about special educational provision within school:

- Initially these should be referred to the class teacher and a meeting will be arranged to discuss the problem.
- Depending on the outcome of this meeting, referral would be made to the SENCO and head teacher as appropriate.
- The parent would be informed of the name of the governor with the responsibility of monitoring the SEN policy, and the existence of the LA identified/nominated persons who could help them deal with their problem.

As we aim to make the parents and the child feel as if they are part of the whole process and aware of how vital we feel their contribution is we hope that we can resolve any difficulties or complaints within the school.

Admission Arrangements

With due regard to our Admissions Policy and the accessibility of the school building all children with special educational needs or disability who apply will be accepted to the school.

Relevant legislation

Children's and Families Act 2014 – Section 29, 35, 66, 67, 68, 69, 100

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014.

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Next review: March 2020