



## St Edward's SEND Policy

<b>Name of School</b>	<b>St Edward's Catholic Primary School</b>
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<b>Who reviewed this policy?</b>	<b>Ms Diane Tatnell Assistant Head Teacher for Inclusion.</b>

## St Edward's SEND Policy

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## **1. Aims:**

In accordance with the Catholic Ethos of the school and to comply with the Pupils and Families Act 2014 and the SEN(D) Code of Practice (Updated 2014), St. Edward's Catholic Primary School is committed to meet the needs of every individual, taking into consideration their cultural background, in order for them to progress in their learning, personal and social development and to develop their full potential in an appropriate way.

Children have full access to a broad and balance curriculum to achieve their best, become confident individuals and develop tools to make a successful transition into secondary education and adulthood.

This policy aims to meet our duties as a mainstream school in relation to identifying and supporting all children with special educational needs and disabilities (SEND) whether or not they have an Education, Health and Care plan.

## **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

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Ms D. Tatnell

She will:

Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher 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

#### **4.4 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 SEND policy

## **5. Identification of Needs**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. The benefits of early identification and making effective provision improves the long-term outcomes for our pupils 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:

Communication and Interaction

Cognition and Learning

Social and Emotional and Mental Health

Sensory and/or Physical needs

## **6. Procedures**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team, identifies those pupils whose progress is:

Significantly slower than that of their peers starting from the same baseline

Failing to match or better their previous rate of progress

Failing to close the attainment gap between the child and his/her peers

Widening the attainment gap

The school's first response is high quality targeted teaching by the class teacher, through:

targeted high-quality teaching at the pupil's areas of weakness

adapting classroom practice to suit the pupil's needs

implementation of short-term interventions, where the pupil's levels before and after are compared to evaluate the success of the intervention.

Where progress continues to be less than expected, the class teacher will discuss concerns with the SENCo. Using all the information gathered from within the school about the pupil's

progress, alongside the views of the pupil and the parents a decision will be made on further possible provision and additional support.

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 as SEND support.

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 seek advice from external agencies, which include:

Educational Psychology Services (EPS)

Language, Communication and Interaction Services (LCIS)

Speech and Language Therapy Services (SaLT);

Behavioural support Service (BSS)

Physical /Sensory Support Services

Child and Adolescent Mental Health Services (CAMHS)

Education Welfare team

Children services

School Nurse.

## **7. The four-part cycle**

To put effect special educational provision in place for the pupil, the school will seek to remove barriers to learning and will draw up an Individual support plan. This begins a cycle of assess, plan, do and review with the pupil at the center of the process.

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** and draws on more detailed approaches and more specialist expertise in successive cycles.

We believe in a person-centered approach to information gathering and the cycle of assess, plan, do and review. Termly reviews and target setting meetings are planned to coincide

with parent's evening where possible. Targets are shared with pupils and successes are celebrated.

### **8. Criteria for removing pupils from the SEND register**

When a child has made sufficient and sustained progress 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 these pupils recently removed from the register to ensure good progress is maintained.

### **9. 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 SEN support. 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

### **10. Supporting pupils with medical conditions**

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 e.g. an extra adult to support a child on a school trip.

### **11. Monitoring and Evaluating the effectiveness of SEND provision**

The head teacher and the SLT regularly monitor and evaluate the quality of provision for the pupils

The Senco evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions after six weeks
- Using pupil/parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **12. 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. The SENCo attends network meetings to share good practice with colleagues to keep up to date with SEND developments.

### **13. Complaints about SEN provision**

The School's complaints procedure should be followed for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher, Inclusion Manager and the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

  - Making reasonable adjustments, including the provision of auxiliary aids and services

### **14. Access to this policy**

You can get a copy of our policy from the school website or request a paper copy from 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.