Special Educational Needs and Disabilities (SEND) Policy

St Vincent's Catholic Primary School

The School Mission Statement

To love and serve as Jesus shows us

DOCUMENT STATUS

Drafted:	Last review:	Adopted by Governors:	Implemented:	Next review:
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

INTRODUCTION

St Vincent's Catholic Primary School values all pupils and celebrates diversity of experience, interest and achievement. All children need to experience praise, recognition and success, and pupils with SEND have equal entitlement and we are committed to providing for each child with the best possible environment and opportunities for learning.

This policy outlines the framework within which we will meet our duty, obligation and principal equality values to provide a high-quality education for all children, including those with SEND, and to do everything we can to meet the needs of children with SEND.

Through successful implementation of this policy, we aim to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

We will work with the Local Authority within the following principles, which underpin this policy:

- The involvement of children and parents in decision-making
- The identification of children's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Greater choice and control for children and parents over their support
- Successful preparation for adulthood, including independent living and employment

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Mental Capacity Act 2005
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Disabled Persons (Services, Consultation and Representation) Act 1986
- The General Data Protection Regulation 2018
- Health and Social Care Act 2012
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 2002
- Children Act 1989
- Special Educational Needs (Personal Budgets) Regulations 2014
- Local Government Act 1974
- Data Protection Act 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'School admissions code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Records Management Policy
- Behaviour Policy
- Administration of Medication and Medical Care in school Policy
- Single Equality Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Data Protection Policy
- EYFS Policy
- Exclusion Policy

AIMS AND OBJECTIVES:
At St Vincent's Catholic Primary School, we aim to fulfil our responsibilities under the DfE's 'SEND Code of Practice: 0 to 25 years by:

- Following the principle that all teachers are teachers of children with SEND
- Following the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- Ensure that all children have access to a broad, balanced and appropriately challenging curriculum and are enabled to participate in all school activities
- Providing appropriate differentiation to meet the individual needs and abilities of all children
- Identifying children who may require SEND support as early as possible in their school career through regular and close monitoring of the progress of all children
- Keeping parents and carers of children with SEND fully informed about their child's progress
- Involving children with SEND as much as possible in decisions, planning and monitoring of their provision and progress

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
A child is defined as having SEND if they have:

- Significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The following in isolation are not classed as SEND, but may impact on a child's progress and attainment:

Disability	Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENCo, Designated Safeguarding Lead and Class Teacher and, if appropriate, the child. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning. They may also qualify for an EHCP.
Attendance and Punctuality	Poor attendance and punctuality will have an impact on progress. Support will be given through Quality First Teaching and targeted group intervention outlined on the class provision map. If absence is persistent, then concerns will be passed onto the Local Authority Attendance Officer.
Health needs	Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. This will be written in line with the school's Administration of Medicines Policy.
English as an Additional Language (EAL)	Particular care will be given to the assessment of progress for children whose first language is not English and consideration must be given to the context of their home, culture and community. If necessary, support will be sought from relevant support agencies. It is important to recognise that having EAL is not equated to having SEND. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
Being in receipt of Pupil Premium Grant	Pupil Premium funding will be used to support children. This support will be outlined on the Pupil Premium Provision Map.
Being a child of a Serviceman / woman	
Looked after Children (children who have been taken into the care of the Local Authority)	Where there is no SEND, a Personal Education Plan (PEP) will be in place and monitored by the Designated Safeguarding Lead and Social Care.
Behaviour	Where behaviour is causing an ongoing concern, this will be managed through the Behaviour Policy unless there is an underlying Social, Emotional and Mental Health need.

The SEND Code of Practice identifies 4 categories of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- We recognise that:
    - Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
    - 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 the different aspects of speech, language or social communication at different times of their lives.
- The SENCO will work with children, parents and Speech and Language Therapy (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- Pupils with learning difficulties may require support – the school will offer learning support at a group and individual level as appropriate based on needs and advice given.
- Learning difficulties cover a wide range of needs, such as:
    - Moderate learning difficulties (MLD)
    - Severe learning difficulties (SLD)
    - 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.
- The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will provide Social, Emotional and Mental Health (SEMH) support for these children.

Sensory or physical needs

- Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.
- We will ensure staff understand that:
    - Some conditions can be age-related and can fluctuate over time.
    - A pupil with a disability is covered by the definition of SEND if they require special educational provision.

IDENTIFICATION OF AND PROVISION FOR CHILDREN WITH SEND

At St Vincent's Catholic Primary School there is a clear *Graduated Response* to identifying and responding to SEND, as is advocated by the SEND Code of Practice. We recognise that early identification and effective provision improves long-term outcomes for the pupils. We adopt a whole-school approach to SEND identification and provision so that once identified, children with SEND, as far as is practicable, remain fully integrated and have access a broad, balanced and appropriately challenging curriculum.

All children access *Quality First Teaching*, differentiated to meet the wide range of needs within a class. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, interests, needs and circumstances. Working with the Head Teacher and SENDCO, class teachers will regularly assess the progress of all children using:

- Evidence in books to show progress towards Age Related Expectations
- Post-learning assessment tasks
- Evidence from short-term, group interventions used to address specific gaps in learning
- Formal assessments
- Information from parents

We recognise that many children during their education will encounter gaps in their learning, find new learning more difficult and need additional support for a range of different reasons. It is part of the class teachers' role to respond to these changing needs as quickly as possible so that *short-term, targeted group support and intervention* can be used to address any such issues.

Where children are identified as making less than expected progress, progress will:

- Be significantly slower than peers who had the same baseline
- Not match or better the child's previous rate of progress
- Fail to close, or is widening the attainment gap within the class

If a child continues to make less than expected progress despite short-term targeted group support, then further analysis may be required so that *SEN Support* can be planned to provide a more personalised approach to meeting their needs.

Assessment of needs will be made using:

- Oxfordshire Materials for identifying SEND
- LDA target ladders

SEN Support follows the Assess → Plan → Do → Review cycle.

Once a clear assessment of a child's needs has been made, the SENDCO and Class Teacher will work closely with parents and carers, and the child where possible, to plan the interventions and support to be put in place. This will be recorded on an *Individual Education Plan (IEP)*, which will contain:

- Information about the child's current attainment in Reading, Writing and Maths.
- Areas of strengths and areas of need
- Support already in place
- Targets to work on based on needs identified and what this support will look like in school
- Expected impact on progress
- A clear date for review
- Advice on how parents can support at home

Targets set within an IEP must be:

- Specific, Measureable, Achievable, Relevant and Time-limited
- Used to inform the support that a child receives in school and can be worked on at home. The support within school will include some or more of the following:
    - Additional support from the Class Teacher or Teaching Assistant within class
    - Access to differentiated work
    - Time-tabled periods of targeted intervention work (group or individual)
    - Access to specific resources

IEP targets must be reviewed with parents, and the child where possible, at least once per term but more regularly as appropriate to a child's current needs.

If, after a number of Assess → Plan → Do → Review cycles, a child continues to make less than expected progress as outlined above, we may feel that more *specialist advice or support* is needed to help meet the identified needs of your child. We will discuss this with parents as part of ongoing review meetings, and consent will be requested to involve one or more of the following professionals (or others as appropriate) to help inform the IEP targets that we set and work on with a child:

• Educational Psychologist	• Speech & Language Therapy	• Occupational Therapy
• Physiotherapy	• CAMHS	• School Health
• Paediatrician	• Visual Impairment support	• Hearing impairment support
• Orthoptist	• Early help	• Social, Emotional, Mental Health (SEMH) specialist teachers

A request for *Statutory Assessment for SEND* and consideration for an *Education, Health and Care Plan (EHCP)* will be submitted, in consultation with parents, and with their consent when:

- Sustained action as outlined above as has not resulted in improved progress
- A child is working significantly below expectation (based on school assessment and assessments carried out by Specialist Professionals)
- Cost of provision for a child exceeds the notional SEN budget of up to £6000 that schools are expected to allocate to meet the needs of a child

An EHCP will normally be provided where, after Statutory Assessment, the Local Authority considers that the needs of a child cannot be met within the normal provision of our school and additional funding is required. However, we recognise that a request for a Statutory Assessment does not always lead to an EHCP. Consideration for an EHCP might also be requested by a parent or outside agency.

EHCPs must be reviewed annually and this meeting will normally be led by the SENDCO. However, we recognise that in exceptional circumstances this may be brought forward if the needs of the child have changed significantly.

All relevant professionals, the Local Authority, parents, and the child whenever possible, we be invited and asked to contribute to the review. At least 2 weeks' notice must be given of the meeting.
Parents have the right to appeal any decisions made with regards to an EHCP.

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 the child 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 the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

HOMEWORK FOR CHILDREN WITH SEND
The purpose and allocation of homework for children with SEND is no different to that outlined in the Homework Policy. However, as stated in the policy, some children may benefit from specific homework tasks based on their individual learning needs, linking to their Individual Education Plan (IEP) and targets. This personalised homework will be discussed at IEP review meetings and recorded on the IEP so that parents are clear about what they should be working on at home to support their child's learning and progress towards individual targets.

However it is important that children with SEND do as much in common with other children as possible so that gaps in learning are not widening. They should therefore have the opportunity, should they wish, to attempt some or all of the weekly homework. School policy is that weekly homework tasks set do not need to be returned to school as they are an opportunity to reinforce and practice what has been already taught in school so if a child is unable to access the tasks, there is no requirement for them to be completed and individual IEP homework should be the focus.

PARTNERSHIP WITH PARENTS

'Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development.' (SEN Code of Practice Paragraph 6.2).

St Vincent's Catholic Primary School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We work in partnership with parents to:

- Assess and identify initial needs, and plan provision to start meeting those needs
- Set, targets, plan provision and review impact at least once per term
- Engage the support of external professionals / apply for Statutory Assessment
- Evaluate and improve our provision for SEND by asking for and responding to feedback

THE VOICE OF THE CHILD

At St Vincent's Catholic Primary School we encourage all children to be active in monitoring and evaluating their learning:

- Children are involved in the setting and reviewing of targets for their IEP
- Children who have an EHCP have involvement in the content of that plan and in the annual review
- Children are expected to commit to working towards targets with adult support and monitoring their progress

ROLES AND RESPONSIBILITIES

The SEN team of the school is:

- Kathryn Long: SENDCO and Deputy Head Teacher
- Peter Johnstone: SEND Governor
- Helen Chaplin: Pupil Premium Governor
- Dominic Vernon: Head Teacher and Designated Safeguarding Lead

<u>The role of the SENDCO</u>

The SENDCO plays a crucial role in the SEND provision at St Vincent's Catholic Primary School. This involves working with the Head Teacher and Governing Body to determine the strategic development of the SEND Policy and provision, and to ensure that the responsibilities under the Equality Act 2010 are fulfilled. Other responsibilities include:

- The day-to-day operation and implementation of the SEND policy
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Co-ordinating the provision made to support children with SEND, advise on the graduated approach to providing SEND support and in collaboration with the Head Teacher, manage the deployment of the delegated budget and other resources to meet pupils' needs effectively.
- In collaboration with the Head Teacher, identifying any patterns in the identification and progress of children with SEND within the school and comparing these with national data.
- Providing professional guidance to colleagues and working closely with staff members to support the assess → plan → do → review cycle
- Overseeing and managing documentation and records for children with SEND and ensuring that these are held in line with the school's Data Protection Policy
- Liaising and working closely with parents of children with SEND
- Participating in training and CPD, and providing relevant training to other staff
- Liaising with external professionals, LA support services, Health and Social Care, and other independent/voluntary bodies and being appoint of contact for these external agencies
- EHCP applications and annual reviews
- Liaising with Early Years, other Primary School, and High School staff to allow for smooth transition for children with SEN

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND are to:

- Have regard to the SEND Code of Practice when carrying out their duties
- Appoint a SENDCO, responsible for coordinating provision for pupils with SEND
- Appoint a Governor or sub-committee to oversee the school's arrangements for SEND
- Ensure provision made for children with SEND is of a high standard
- Develop, monitor and review SEND policy and procedure in consultation with children and parents
- Make reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Prepare an accessibility plan, showing how the school intends to improve access over time.
- Prepare and publish the arrangements for the admission of pupils with SEND
- Prepare and publish the required information for SEND on the school website
- Ensuring arrangements are in place to support pupils at school with medical conditions

The role of the Head Teacher

The Headteacher's responsibilities to pupil include:

- The day-to-day management, monitoring and evaluation of all aspects of the school including the SEND provision and policy and responsibilities under the Equality Act 2010
- Ensure staff, including the SENDCO have access to high quality and relevant training and support
    - Identifying any patterns in the identification and progress of children with SEND within the school and comparing these with national data.
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO and ensure that adequate time, support and resources are available to fulfil responsibilites
- Ensuring that children with SEND and their parents are kept informed about SEND provision
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
    - Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.

The role of Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves
- Setting high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the child in their class.
- Being aware of the needs, outcomes sought, and support provided to any childre with SEND they are working with.
- Developing positive relationships with parents and work with them to plan and review provision
- Keeping the SENDCO and Head Teacher informed of any changes in behaviour, academic developments and causes of concern.
- Liaising with outside agencies as the need arises

The role of support staff

- Within the budget constraint, Teaching Assistants will support in the delivery of programs of work for SEND children and children who are underperforming
- Teaching Assistants will work with small groups or individuals to support IEP targets under guidance from the class teacher
- With the support of the class teacher, liaise in consultations with outside agencies
- Help the class teacher in writing IEP targets

RECORD-KEEPING
All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

For children with SEND a record will be kept of steps taken to meet their needs, include details of SEND identifies, progress outcomes, action and agreed support. Records might include:

- Information from parents
- Information from health/social services
- Information from other agencies/professionals

ADMISSIONS
Pupils with SEND will be admitted to St. Vincent's Catholic Primary School in line with the school's Admissions Policy, which is available on the school website, and ensures that we meet the duties set out under the 'School Admissions Code'.

We use our Welcome Meeting and transition visits to work closely with parents and gather information about whether a child has, or might have SEND and whether support is already in place.

In the case of a child transferring from another school, we will seek to ascertain from parents and the previous school, whether the child has SEND and will request records as quickly as possible. If alerted to the fact that a child may have SEND, we will consult with the previous school and the child's parents to ensure that provision is in place as quickly as possible.

TRANSITION
When a pupil transfers to another school (in year transfer, or transition to High School), documents, including SEND records, will be sent to the receiving school. A signed receipt of transfer will be required.

On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO and Head of Year 7 of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Transition between year groups will be support by staff having the opportunity to meet and spend time with their new class at the end of the year. Staff will also meet with the previous teacher to discuss the cohort and any individual needs or concerns so that provision can also be transitioned smoothly. All IEPs are stored electronically so that staff have access to information about past provision to maintain and build upon.

When transferring to High School, any children with SEND are discussed at the transition meetings held with staff from the receiving High School. The Year 6 class teacher and our school SENDCO will meet with relevant staff from each High School, including the SENCO, to pass on information.

For children with an EHCP Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend.

MONITORING AND EVALUATION OF THE POLICY
The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher and SENDCO
- Analysis of progress and outcomes for individual children, groups and cohorts
- School self-evaluation

In evaluating the success of this policy, the school will consider the views of staff, Governors, Parents, Pupils, External professionals and the Local Authority