



POLICY: SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Date: September 2020

Reviewed: October 2024

Our beliefs and values regarding SEND

- In line with our Catholic ethos, we recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of gender, race, culture or religious beliefs and whatever their abilities or needs.
- We believe all children have the ability to learn and make progress and we work to provide an environment where all children are valued, nurtured and their achievements celebrated.
- We recognise the individuality of each child and what we want to see is our children achieving their aspirations and reaching their potential.
- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to accept and embrace this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND including those who are supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision they receive.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

Safeguarding Statement

At St Paul's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Paul's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Policy Development

This SEND policy was developed in response to the SEND Code of Practice 0-25 (June 2014) and written in collaboration with staff and governors. It is available on our school website.

SEND Policy: Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with SEND (*communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

School Aims

We aim to:

- ◆ Provide a safe, stimulating and caring environment where each pupil is valued as an individual and can develop to his/her full potential emotionally and intellectually.
- ◆ Develop confident, resilient and enquiring learners, able to make informed choices.
- ◆ Foster a love of learning.
- ◆ Raise levels of attainment for each pupil, enabling them to achieve their personal best.
- ◆ Promote good behaviour based on school and class rules.
- ◆ Foster considerate and positive relationships in school and the local community.
- ◆ Develop self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- ◆ Respect and value other cultures and religions
- ◆ Promote a thoughtful, caring attitude towards the immediate and wider environment.

Definition of 'SEND'

The definition of disability in the Equality Act (2010) states children with *'...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher. Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

ENGLISH AS AN ADDITIONAL LANGUAGE

English as an additional language is not a special education need. For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

A Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to contribute to this plan; their child's progress and the support and targets.

Roles and responsibilities

The SENCO:

The SENCO is Mr. Paul Chapman

They will:

- Work with the head teacher 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 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

The SEN governor

The SEN governor is Mrs. Lisa Pearson

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

The headteacher

The Headteacher is Mrs Eileen Lomax.

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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

St. Paul's RC Primary School has adopted Northumberland County Council's Graduated Approach

1. Child with additional needs identified by Class Teacher or other professional.
2. Quality First Teaching.
Teacher will differentiate work and assign additional support as needed. They will also liaise with SENDCo for advice.
3. Initial Concern Form:
If issues continue the 'Initial Concern Form' is completed with the parent and, where appropriate, the child. The Initial Concern Form will set out targets and timescales for support. It usually runs for up to 6 weeks, but can vary depending on the needs of the child. SENDCo, Teacher and Parents have input into the form.
4. Pupil profile
If 1 to 2 rounds of initial concerns do not address the issue the particular child has a 'Pupil profile' is completed with Teacher, SENDCo, Parent and where appropriate the child. At this stage advice and support from external agencies is needed and the Child will be entered onto the SEND register.
5. SEN Support Plan
If 1 to 2 Pupil Profiles don't start to address the pupil's need then a Support Plan needs to be drawn up. This is a detailed document designed to focus in on the precise needs to the child and needs an Educational Psychologist support. If the child's needs persist this form can be entered as evidence in STAR and COSA applications.
6. STAR (Short Term Additional Resource)
This replaces the old Higher Needs Funding. It lasts for one term only and cannot be applied for more than once for the same need. The funding should be spent on resources or support to target the child's specific need.
Or
COSA (Consideration of Statutory Assessment)
This is the application form for an Education Health Care Plan. It will provide legal support for the child as they move through the education system from 0yrs – 25yrs

At any stage with evidence of need and support already provided you can jump ahead to the best stage required to support the child.

Home School Partnership

- At St Paul's we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents and /or carers are invited to meet with their child's class teachers twice a year as well as receiving an annual written report.
- Parents of children identified as having SEND are invited to contribute to their child's, Intervention and Support Plan once per term.
- *Parents are also invited to attend additional meetings throughout the year e.g. How to help your child with their SATs, Keeping up with the Kids Workshops etc.*

Pupil Views

Children's views matter to us.

- All children (where appropriate) are aware of their termly targets and are encouraged to review these. As part of the review process,
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- *Termly meetings with the Head teacher/governor responsible for SEND*
- *Termly meetings (staff meeting for intervention planning, assessment and discussion of children on the SEND register and their individual needs)*
- *Pupil progress meetings*
- *Meetings with the Learning Support Assistants and TAs.*

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies and relevant documents particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Intimate Care Policy
- Confidentiality Policy
- Data Protection Policy
- Trip Policy
- Special Medical Needs Policy
- Local Offer (available on website)

COMPLIANCE

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

The main changes from the SEN Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- Gives guidance on publishing Local Offer for support
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

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 the 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.

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

. 6.28 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.

. 6.29 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

6.30 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.

6.31 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

. 6.32 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.

. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

. 6.34 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

. 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.