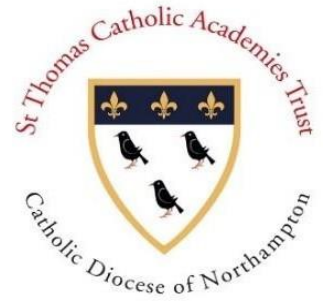




Special Educational Needs and Disability Policy

September 2022



RATIONALE:

To fulfil our Mission statement, “Working Together in the Light of the Lord”, as defined in other documentation, we see each child as a whole child and aim to cater for his or her emotional, physical, spiritual and moral needs along with educational needs.

We believe that all children may have special needs at some time during their education and we must address those needs, enabling every child to meet their full God-given potential.

AIMS and OBJECTIVES:

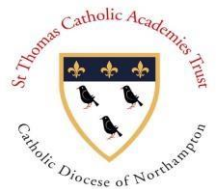
All class teachers are teachers of children with Special Educational Needs (SEN) and are responsible through first quality teaching for meeting their needs with the advice and support of the school’s SENCO, learning support staff and external professionals. Every teacher is a teacher of every student including those with SEND. We recognise children may require extra resources over and beyond a quality first teaching environment where teachers differentiate for the needs of children with SEND.

The aims of this policy are:

- to identify children’s special educational needs as early as possible to ensure the best possible outcomes;
- to provide all children with a broad and balanced curriculum that is differentiated, adapted to the needs and ability of the individual and delivered through high quality teaching.
- to recognise that each child’s needs will be different and will change over time.
- to create an environment in which all pupils feel happy, valued members of our Christian community whilst showing respect and care for others;
- to enable all children to have full access to all elements of the school curriculum and ensure they are fully integrated into the life of the school;
- to work in partnership with parents, carers, the whole school team and external professionals, to ensure that pupils’ special educational needs are identified and assessed and that strategies are developed to meet those needs, whilst providing a secure environment for the children’s educational, spiritual and emotional development;
- to make clear the expectations of all partners in the process by clarifying roles and responsibilities in accordance with the SEN & Disability Code of Practice 2015;
- to ensure that our children are included in this process;



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- to positively promote the Equality Act 2010 and provide equal opportunities that will encourage all children to reach their full potential in all areas of experience.

LOCAL OFFER

- A Local Offer is published in our school’s website. This identifies how the needs of the child will be addressed in our school and allows parents and carers to make an informed decision about the placement of their child and the support available.

IMPLEMENTATION:

The school will provide a caring and sensitive environment in which those children with special educational needs gain in confidence and develop according to their ability. We have high expectations of all our children and aim to achieve these through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different physical, educational, emotional and behavioural needs and aspirations;
- have different learning styles and 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, initially through the differentiated curriculum or, if appropriate, Provision Mapping or through other intervention plans or strategies;
- planning to develop children’s understanding through the use of all available senses and experiences;
- planning for children’s full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

“A pupil has Special Educational Needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different to that normally available to pupils of the same age.”(SEN Code of Practice: 0-25 years 6.15)

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age. They may require additional resourcing over and above that which is normally provided by a mainstream school;



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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

These pupils will have specific targets, which aim to meet their needs. These targets will be detailed and the vast majority of needs will be met from within the school's own learning support provision. A Provision Map will be written, implemented and reviewed termly, to remove barriers to learning and put effective special educational provision in place. Parents are invited to discuss their child's progress, support and targets on a termly basis to discuss the intended outcomes and how they too can help their child. The introduction of pupil Personal Support Learning Plans (PLSPs) for children with more complex needs and statements will be developed. These will state the student's needs, triggers, strategies to help and will be informed through the child's voice.

Needs will be identified at an early stage and monitored. The criteria for identifying children are based upon teacher assessment, parent's views and advice from other professionals.

Under the revised Code of Practice (September 2015) all children identified as having a special educational need or disability will be recorded as receiving SEN Support .

SPECIAL EDUCATIONAL NEED PROVISION:

In line with the SEN Code of Practice 2015 when reviewing and managing special education provision there are four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Behaviour difficulties do not necessarily mean that a student has a SEN. However, where consistent disruptive or withdrawn behaviour or a noticeable change in behaviour is observed, this could be an indication of unmet SEN and assessments will be carried out to determine whether there are any causal factors. If it is thought that these may be due to housing or family circumstances then a Common Assessment Form (CAF) may be deemed appropriate.

Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such intervention.

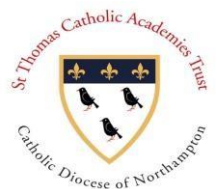
Assessment of a pupil's current skills and levels of attainment on entry are assessed and this builds on information from previous settings and key stages where appropriate. Progress is carefully monitored through regular assessments and this helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;



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- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

GRADUATED APPROACH TO SEN SUPPORT – ASSESS, PLAN, DO, REVIEW:

The school will have regard to the DFES SEND Code of Practice 2014 (CoP) when carrying out its duties towards all pupils with SEND. This describes a continuum of SEND which is responded to through a graduated response which brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

At the heart of every class is a continuous cycle of assessing, planning, delivering and reviewing which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements.

When a teacher/parent has concerns about a child, these concerns will be discussed with the SENCO. Concerns may take a range of forms:

- A child may be failing to make progress in a particular area or in all areas despite a differentiated curriculum.
- Assessments may indicate a learning difficulty.
- A child's behaviour may be the cause of concern.

The SENCO and teacher will decide on a course of action. This may be a strategy to be implemented in the classroom, or identify appropriate interventions to secure better progress. Any action or intervention will be discussed with the parents either immediately or at the next Parents' Consultation Meeting.

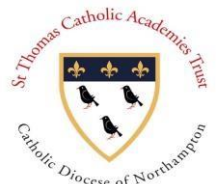
If the initial concern continues despite the action taken then the class teacher, in consultation with the SENCO, offers interventions that are different from or additional to the school's usual working practices. These will be outlined in a Personal Learning Support Plan. Parents are invited to attend a meeting with the class teacher to discuss the intended outcomes and how they too can help their child. This is reviewed termly with parents in order to identify the next stage of action.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will involve external specialists to offer advice and further support. Parents are always involved in any decision to involve external support.

If a child is placed on the SEND register there will be a record of what interventions have already been tried and by whom. The child can be placed on the SEND register if they have not made adequate progress once all interventions and/or adjustments have been made. The



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class teacher will have ensured that the child has received quality first teaching and all appropriate steps have been taken to ensure that advice has been sought from the SENCO.

If a child continues to demonstrate significant cause for concern, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents, or directly by the parents. In either case a range of written evidence about the child will support the request.

Following an Education, Health Care needs assessment an EHC plan may be issued. Parents and the child will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual child, sits at the heart of the assessment and planning process. Formal reviews of the EHC plan must take place at least annually.

Strategies to support children at all stages will usually be implemented within the classroom, although some additional support, as indicated on a Provision Map may be provided on an individual or small group basis with support staff or other SEN teachers. Where it is agreed that a different approach for the child is needed, the SENCO and Headteacher will meet with the parent to establish the appropriate use of the Hub. This will depend on each child's individual needs. (See Appendix 1)

We recognise that other children may have special needs. Children who have an aptitude for a particular area of the curriculum Provision for such children is outlined in the "Inclusion" policy.

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE:

Children for whom English is not their first language may also have special needs. These children are supported to ensure that they acquire the necessary language skills to enable them to fully access the curriculum. This support will be in class or sometimes through withdrawal groups. Teachers are aware of the needs of EAL children and will adapt their teaching style appropriately. As a school, we emphasise the importance of ensuring that EAL children are given work appropriate to their ability but with modifications to take account of their less familiarity and confidence with the English language.

SCHOOL SENCO:

It is the role of the SENCO to:

- manage the day-to-day operation of the school's SEND policy;
- co-ordinate the provision for, and manage the responses to children's special needs;
- support and advise colleagues and contribute to the professional development of all staff.
- update and oversee the records of all children with special educational needs.
- liaise with parents of pupils with SEN;
- be a key point of contact with external agencies;
- monitor and evaluate the special educational needs provision and report to the governing body through the link governor;



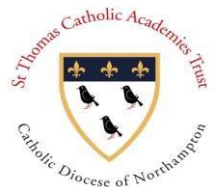
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- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- advise on the graduated approach to providing SEN support;



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- liaise with staff at feeder schools and high schools to ensure smooth transition of children with special needs from one phase to the next. This could include additional transition arrangements in consultation with pupils and their parents;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

WORKING IN PARTNERSHIP WITH PARENTS:

Parents have much to contribute to our support for children with special educational needs. The school works closely with parents in the support of those children, encouraging an active partnership through joint planning and responsibility. The home-school agreement reinforces this shared approach to education.

Parents are consulted regularly and encouraged to participate in their child's educational development, any concerns being recorded by the teacher. Termly meetings are held to share the progress children have made against individual targets and any external support or intervention is discussed and agreed. Reports from outside agencies are shared with parents and outside agencies will meet with parents if requested. When a decision has been made to apply for an Education, Health Care needs assessment, parents are encouraged to make written contributions and to attend annual reviews when a child has a statement or EHC plan.

The school prospectus contains details of this policy for special educational needs, and the arrangements made for these children in our school.

Confidentiality will be respected at all times. In accordance with whole school policies all staff will respect the confidentiality of all information relating to pupils and their families. All staff will implement confidentiality with regard to information and policy decisions taken by the Governing Body.

WORKING IN PARTNERSHIP WITH CHILDREN:

In our school all children are encouraged to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets on their PLSPs and are encouraged to make judgements about their own performance against their PLSPs targets and, as in other aspects of school life, success is celebrated.

TRANSITION

During the summer term the SENCO will meet with relevant high schools to ensure smooth Year 6 transition. If necessary additional transition may be put in place to ensure that pupils are supported and parents/carers are aware of the provision in place for their child.



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High school staff will be invited to attend Year 6 Annual Review meetings for children with EHC plans.

SEND FUNDING:

SEND funding is allocated to the school by the Local Authority via the formula budget. Additional funding is also allocated for children who have an EHC plan. The funding is used to provide children with SEND the extra resources required to meet their individual learning needs. This may include employing teaching assistants and purchasing specialist teaching materials.

THE GOVERNING BODY:

The Governing Body has due regard to the Code of Practice and the Disability Discrimination Act when carrying out its duties toward all pupils with special educational needs.

The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The SEN Governor liaises with the SENCO and also attends relevant courses.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need they should contact the Class Teacher or the SENCO, in the first instance, and then the Head Teacher. The formal complaints procedure is to put any complaint in writing to the Trust Secretary.

EXTERNAL AGENCIES:

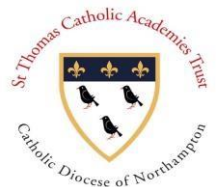
Links with other professionals are vital to the overall development of the child. Contact with health, social and educational welfare services are maintained and members of staff are encouraged to discuss any difficulties with other professionals and to seek advice where appropriate. Parents are also informed of any voluntary organisations, which may be able to offer help or advice.

RESOURCES:

Resources, other than those kept in the classroom, are available from the SENCO. As new resources are purchased the SENCO will advise colleagues about them and INSET will be arranged, as necessary, to inform colleagues of recent courses and to introduce any new support materials. Details of the school's Local Offer for special educational needs arrangements are available on the school's website.



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ADMISSIONS ARRANGEMENTS

These are as detailed in the School Prospectus.

DATA PROTECTION

In line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we hold pupil data and information while they attend St Martin de Porres Catholic Primary School. We may also keep it beyond their attendance if this is necessary in order to comply with our legal obligations. Please refer to the Privacy Notice, which is available on the school website. In order to support children with Special Educational Needs and/or Disabilities and to ensure that they receive the most appropriate educational and pastoral support to meet their needs, we routinely share information with the Department for Education and/or local authority, Ofsted, schools that children transfer to, support staff and external professionals and other statutory bodies. We do not share information about our children with anyone without consent unless the law and our policies allow us to do so.

EVALUATION OF PERFORMANCE:

This policy will be reviewed biennially using the following criteria:

- regular reviews of the progress of children with special educational needs conducted by Class Teachers in consultation with the SENCO and/or Support Staff;
- pupil's with SEND are identified early;
- progress monitored by teachers' reports, test results and assessment tasks;
- improved behaviour and/or attainment levels;
- improved performance within the classroom and an increase in the child's confidence and self-esteem;
- improved or continued inclusion in all aspects of school life, especially in cases of physical disability.

SUMMARY

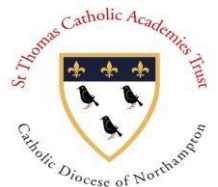
In our school the achievements, attitudes and well-being of every child are important. We follow the necessary regulations and make use of all available advice to ensure that the needs of all our children are met and that they all reach their full potential.

REVIEW OF THIS POLICY

This policy will be reviewed every two years (biennially)



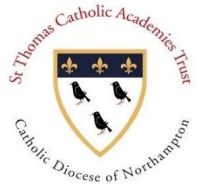
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Appendix 1



The Hub

Rationale: In response to the increasing numbers of pupils in Early Years and KS1 attending the school who either have an EHCP where the parents have requested, but are waiting for admission to become available at a Special School or pupils are awaiting diagnosis that will lead to an EHCP plan and where the current classroom provision is unable to meet their individual needs on a full time basis, the school has created a Hub for SEN provision. Advice was sought from external professionals, including the Educational Psychologist, Behaviour Support and the Autism Team.

Pupil access to the Hub

Each pupil's current skills and levels of attainment are assessed by the class teacher with the support of the SENCo and outside agencies.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Where it is agreed that a different approach for the child is needed, the SENCo and Headteacher will meet with the parent to establish the appropriate use of the Hub. This will depend on each child's individual needs.

The Hub currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and Multiple learning difficulties

In the Hub, the 4 areas of learning are developed:

- Communication and Interaction
- Cognition and Learning
- Physical Health and Development
- Social, Emotional and Mental Health

Each child will be a part of a class for registration and will access the learning in the classroom wherever appropriate. Break and lunchtimes will be spent with the class to ensure social interaction with peers. For some children, the use of the Hub will be occasional for a period of self-regulation. For others, longer more regular periods of time will be spent in the Hub to ensure the child receives the teaching to meet their needs. A 1-1 TA from the child's year group provides support for the child, with a more senior TA providing the organization and running of the room on a daily basis.

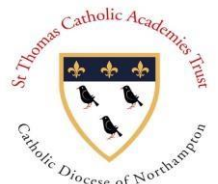
Whilst in the Hub, the children follow a personalised curriculum designed to meet their individual needs. The EHCP informs the targets that are set on a weekly basis. For a child awaiting formal diagnosis and an EHCP, the SENCo sets targets in liaison the class teacher and, along with a specialist TA, plan learning that is based on the curriculum that is being taught in the year group. The children study the curriculum for their year group but activities are often hands-on and practical and the learning has been adapted to meet the needs of the individual.

Examples of the strategies used to support learning are:

- The TEACCH tray method
- Autism Attention Bucket interventions,
- Sensology Awareness,



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- PECS Communication System

Some pupils are also set targets to help them manage their behaviour and receive rewards.

A great emphasis is placed on building self-esteem, communication and social skills, basic life skills, resilience and team work, as we feel these are essential to pupils working towards becoming successful and relatively independent learners in a classroom.



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