

St Bernard's RC Primary School

# Special Educational Needs and Disabilities (SEND) Policy

"A unique family in faith, love and learning."

Agreed by:

Date:

Review:

## Special Educational Needs and Disability (SEND) Policy

This policy should also be read alongside the new SEND Code of Practice (published January 2015), the 2010 to 2015 Government Policy: Special Educational Needs and Disability (SEND) (updated May 2015) and other documents from the Standards and Testing Agency. It should be noted that at the time of writing all children who have a Statement of Special Educational Needs will be/have been transferred onto an Educational Health Care Plan (EHCP), with a current deadline for all transfers to have been completed by 1<sup>st</sup> April 2018. This may have an impact of the amount and type of support children with SEND receive and on school funding with the introduction of personal budgets.

### **Rationale:**

The SEND Code of Practice states that children with SEND should achieve well in school and lead happy and fulfilled lives. At St Bernard's we live this through our mission statement: 'A unique family in faith, love and learning'. We understand our teaching and provision should enable all children with SEND to achieve at their personal highest potential and that we should endeavour to remove any barriers to children's learning, participation and attainment. As outlined in the new SEND Code of Practice children will be identified as having a Special Education Need or Disability if they have a weakness in one (or more) of the Four Broad Areas of Need: cognition and learning; communication and interaction; social, emotional and mental health difficulties or physical and sensory needs. We understand that every child with SEND is unique, has their own strengths and areas for improvement and that our teaching and provision needs to be flexible in order to best meet the needs of every individual. We aim to deliver this through regular quality first teaching, differentiation and extra support provided as appropriate, regular assessment of the need of the whole child and liaison with external agencies and professionals where needed.

### **Aims and Connected Provision:**

The SEND Code of Practice states that:

- special educational needs and disabilities should be picked up at the earliest point with support routinely put in place;
- parents will know what services they can reasonably expect to be provided;
- children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve;
- the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

St Bernard's meets these aims through an integrated approach using one, some or all of the following provision. The needs of every child with SEND are assessed individually and regularly to make best and efficient use of these provisions:

- appropriate or individual differentiation to meet the needs of each child with SEND as a learner in every area of the curriculum;
- extra adult support throughout the school day as needed;
- intervention work to accelerate or consolidate learning;
- access to the Orchard Group; a specialised nurture group which runs every afternoon to provided support and learning needed by individuals with SEND that cannot or should not be delivered in the whole class setting;

- discussion, support and advice from external agencies with expert knowledge on areas of need with SEND (eg. Speech and Language team, Behaviour Support, Ladywood Outreach Service, Educational Psychologist, nurses / doctors / healthcare practitioners). These external professionals can liaise with school staff, observe and assess children in school and at home or deliver teaching and activities directly to children with SEND in school;
- parents of children with a Statement or EHCP are invited into school termly to discuss their child's progress, achievements and any more support or intervention that may need to be put in place;
- parents are always invited into school before a child is put on to the Special Educational Needs and Disability register or referred to an external professional for the first time to discuss the reasons for this and how it will support them / their child;
- all children on the Special Educational Needs and Disability register and tracked on an IEP intervention tracker to outline their progress, attainment and any extra support / differentiation / interventions they receive. This is assessed and updated every term and shared with parents;
- targets set for children with SEND aim to be appropriate, challenging and meaningful while being tailored to meet the needs of the individual;
- targets set for children with SEND include academic goals as well as life skills such as social, emotional and communication targets to develop independence and work towards life skills. The introduction of the EHCP to replace Statements of Special Education Need will make this more formal and long term as targets will be set and reviewed annually for the end of the next Key Stage with an increased focus on practical life skills.

### **Planning and Assessment:**

At St Bernard's we aim to always give appropriate, engaging and meaningful learning opportunities to all the children in our care, including those with SEND. Planning is differentiated for the needs of all our learners and, when needed, is differentiated at an individual level for those children with SEND. Planning is also under regular review to ensure its quality.

At St Bernard's we follow a graduated response to providing support for children who have SEND or have been identified as possibly having SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

(Wave One)

Teachers provide high quality teaching, differentiated for all pupils. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

The quality of teaching for all pupils, including those with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and professional development for all teaching and support staff.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

### (Wave Two)

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is provided. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty. The provision, appropriate evidence-based interventions, will be shared with parents and put in place. Support will be planned and reviewed by the class teacher, along with parents, SENCos, and, where appropriate, the pupil themselves. Plans for the use of support should relate to a clear set of expected outcomes.

### (Wave Three)

Once a Special Educational Need is identified, four types of action are taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. This includes regular review of the progress made and adaptations to the support provided as required. Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

The provision made for pupils with SEND is recorded and kept up to date. The evidence of the support in place for SEND pupils and the impact of that support on their progress is monitored by the SENCo. The quality and appropriateness of the overall provision will be regularly reviewed and its impact on children with SEND monitored. When progress improves and it is appropriate to do so, support will be gradually withdrawn and outcomes monitored. Pupils can then be removed from the SEND register although monitoring would continue to ensure appropriate progress is maintained.

If progress does not improve, even with additional specialist support from the appropriate outside services, additional funding and support from the High Needs category may be needed.

### **Assessment:**

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. For children with SEND adequate progress can be defined in a number of ways.

It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

It is vital therefore that all the leaders of learning around the child understand their needs, abilities and successes.

### **Roles and Responsibilities:**

The SENCo will:

- work with the head teacher and governing body to determine the strategic development of the policy;
- co ordinate provision for children with SEND;
- liaise with & advise teachers on SEND provision;
- work closely with parents in support of their child's Special Need or Disability;
- support Special Needs Assistants with SEND responsibilities;
- contribute to the in-service training of staff;
- liaise with external agencies.

The Governing Body will:

- ensure that necessary provision is made for any pupil who has SEND;
- ensure that a 'named' member is identified to monitor SEND provision;
- have regard to the New Code of Practice when carrying out its responsibilities;
- be involved in developing and reviewing SEND policy.

The Head Teacher will:

- be involved in management of provision for children with SEND;
- keep the governing body fully informed about SEND within the school;
- work closely with the SENCo;
- ensure that the school has clear strategies for working with parents, and that these strategies encourage involvement in their child's education;
- ensure that the school SEND Information report is up to date and published on the school website.

### **Professional development:**

Staff will attend training when possible and report back to the rest of the school team to inform their practice. As the trainee SENCo, S. Copley is undertaking the National Award for Special Educational Needs Co-ordination (academic year 2015-16) to develop school's practice and understanding of SEND provision. Any relevant training that S Copley receives will be reported back to the staff team.

Policy drawn up by S Copley

Date: February 2016

