

## Catholic Primary Schools of The Waveney Valley

**Mission Statement** – At St. Edmund’s and St. Benet’s School we hold Christ at the centre and recognize Him in everyone as we journey together teaching and learning, challenging each other to be all that we can be.

### Special Educational Needs and Disability (SEND) Policy

#### 1 Introduction

- 1.1 Our schools provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children may have barriers to learning that mean they have Special Needs and require particular action by the school.
- 1.2 Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

#### 2 Aims and objectives

- 2.1 The aims of this policy are:
  - to create an environment that meets the special educational needs of each child;
  - to ensure that the special educational needs of children are identified, assessed and provided for;
  - to make clear the expectations of all partners in the process;
  - to identify the roles and responsibilities of staff in providing for children’s special educational needs;
  - to enable all children to have full access to all elements of the school curriculum;
  - to ensure that parents are able to play their part in supporting their child’s education;
  - to ensure that our children have a voice in this process.

### **3 Educational inclusion**

**3.1** In our schools we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations;
- require different strategies for learning;
- may require support in maintaining appropriate behaviour;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- providing support for children who need extra help;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in all aspects of learning;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **4 Provision for children with special educational needs and disability**

**4.1** Children with special educational needs have learning or behavioural difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

**4.2** Some of the children who join our schools have already attended an early education setting. Children may join us with their needs already assessed. All our children are assessed when they join our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

**4.3** If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

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- 4.4** We will record the strategies used to support the child within a Personal Learning Plan/Steps to Success. This will show the identified barriers to learning and the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place twice a year.
- 4.5** If it has been identified that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being employed at an enhanced level which will usually be implemented in the child's normal classroom setting.
- 4.6** If the child continues to demonstrate significant cause for concern, a request for the implementation of a Health, Health and Care Plan may be made to the LEA. A range of written evidence about the child will support the request.
- 4.7** In our schools the SENCO:
- manages the day-to-day operation of the policy;
  - co-ordinates the provision for and manages the responses to children's special needs;
  - supports and advises colleagues;
  - oversees the records of all children with special educational needs;
  - acts as the link with parents;
  - acts as link with external agencies and other support agencies;
  - monitors and evaluates the special educational needs provision and reports to the governing body;
  - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
  - contributes to the professional development of all staff.

## **5 The role of the governing body**

- 5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors report annually to parents on the success of the school's policy for children with special educational needs.
- 5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- 5.4** The governor with responsibility for special educational needs ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **7 Assessment**

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The names of these children will be recorded on a Pre Action Monitoring List'.
- 7.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to provide detailed and accurate indicators. The results of such assessments can then be used to plan activities which will aid progress.
- 7.5** The LEA seeks a range of advice before implementing a formal EHCP. The needs of the child are considered to be paramount in this.

## **8 Access to the curriculum**

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** Target setting features significantly in the provision that we make in the schools. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

## **9 Partnership with parents**

- 9.1** The schools work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with Special Educational Needs.

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- 9.2** The school prospectuses contains details of our policy for Special Educational Needs, and the arrangements made for these children in our schools. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in Special Needs and is always willing to talk to parents.
- 9.3** We have regular meetings each term to share the progress of children with Special Educational Needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.
- 10 Pupil participation**
- 10.1** In our schools we encourage children to take responsibility and to make decisions. This is part of the culture of our schools and relates to children of all ages.
- 10.2** Children are involved at an appropriate level in setting their own targets. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **11 Monitoring and evaluation**

- 11.1** The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of each school.
- 11.2** The SENCO is involved in supporting teachers involved in drawing up Personal Learning Plans/Steps to Success for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for Special Needs also hold termly meetings.
- 11.3** The governing body reviews this policy every two years and considers any amendments in the light of the annual review findings. The governor with responsibility for Special Educational Needs reports the outcome of the review to the full governing body.

*Glynis Reynolds (SENCO )*

**Date: November 2017**

**Review date: November 2018**