

St Aelred's Catholic Primary School Special Educational Needs and Disability Policy

*A family of God,
Living life in all its fullness
- playing, learning and growing together.
Friendship - Courage - Respect*

This policy complies with:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice 0 – 25;
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

Introduction

St Aelred's Catholic Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential; to ensure that the children have opportunity to develop their talents; to enjoy being in school; are prepared for the next stage of their education and are living life to the full.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. At St Aelred's Catholic Primary School, every teacher is a teacher of every child, including those with SEND.

According to the Special educational needs and disability code of practice: 0 to 25 years:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *a) have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At St. Aelred's Catholic Primary School, we are committed to being an open, supportive and professional team who are committed to ensuring that every child succeeds.

We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals.

We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

Aims

We aim to identify children with special educational needs as early as possible, so that they can be offered full access to a broad, balanced and relevant education. Appropriate support and well-planned provision will enable them to reach expected outcomes and make at least good progress. The school will promote high expectations and aspirations for all children. All children will achieve success, develop confidence, build self-esteem, make positive contributions and participate fully in school life.

Objectives

- Early identification and assessment of a child with SEND and to ensure that they are well supported to continue to progress and develop;
- Effective use of resources to meet children's SEND;
- Clear documentation/systems to record provision and monitor progress;
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education and to be able to contribute to their on-going development;
- That all staff working in school share the responsibility of meeting the needs of the children with SEN;
- Where possible, pupils participate and are involved in the information gathering and reviewing process;
- Liaise with external agencies to maximise effective provision and assessment;
- Develop existing skills of all staff in the identification of and assessment of provision for children with SEND. Provide training and support as appropriate;
- Ensure that resources are deployed effectively to remove barriers to learning and impact positively on pupils' progress;[SH1]

Identifying Special Educational Needs

Each child with SEND is unique and their needs will be considered individually. However, as defined by the SEND Code of Practice, January 2015, children's needs will broadly fall into four areas:

- a) cognition and learning needs (including Specific Learning Difficulty, dyslexia, dyspraxia or dyscalculia)
- b) social, mental and emotional health (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder or Autism Spectrum Condition)
- c) communication and interaction needs (those with Autistic Spectrum Condition may display difficulties in this area)
- d) sensory and/or physical needs (including visual or hearing impairment).

In practice, individual children often have needs that encompass more than one of these areas and their needs may change over time. At St. Aelred's Catholic Primary School, we identify and assess the needs of pupils by considering the needs of the whole child, not just their primary need.

The following are not classed as SEND, but we recognise the impact that they have on progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);

- Attendance and punctuality;
- Health, welfare and safeguarding;
- EAL;
- Being in receipt of Pupil Premium Grant.

A Graduated Approach to SEND Support

In accordance with the SEND Code of Practice, 2014, St Aelred's Catholic Primary School has adopted a graduated approach to special educational provision with four stages of action: assess, plan, do and review

Teachers are responsible and accountable for the development and progress of all pupils in their class. In the first instance, children who are not making expected progress compared to their peers will be identified as a SEND concern by the class teacher. Initial concerns will be shared with parents and the SENDCO, who may add them to the cause for concern register for further monitoring. High quality first teaching and carefully planned differentiation in the classroom is the first step in responding to pupils who may or may not have SEND.

If the child has made no further progress after an agreed review period, the child will be added to the school's SEND register. The class teacher (with the support of the SENDCo) will write an 'Individual Education Plan' (IEP) and decide specific targets for the child in the areas of the curriculum where they are struggling. These targets will be discussed with the child to ensure that they take ownership of them. Teaching strategies and arrangements will be put in place to help the child fill the identified gaps in learning. These may include extra help within the class, extra tuition out of the class (individually or in small groups), and maybe things to practise at home. These interventions are short and focussed. The child's Individual Education Plan will be reviewed termly by the class teacher, SENDCo and parents. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed.

If the class teacher, SENDCo and parents consider that further support is required then help from outside agencies is sought. External support services will see the child and work alongside the child in the planning and review process.

My Support Plans

If a learner's' needs are more complex and cannot be met through an IEP, a My Support Plan (MSP) may be set up and external agencies will be invited to contribute their views. This will be reviewed termly and parents will be invited to reviews.

Education, Health and Care Plans

If, after a minimum of two My Support Plan review cycles, support has still not resulted in acceptable progress for a learner, a request for statutory assessment may be made to the Local Authority (City of York Council). This may lead to the creation of an Education Health and Care Plan (EHCP) for the learner. EHCPs may include allocation of additional funding for resources, including staff time, specialised equipment or attendance at an Enhanced Resource Provision. Extra provision will be reviewed annually and includes the views of the learners, parents, teacher, SENDCo and outside agencies.

Please see the appendices for an in-depth detail of the graduated approach and details of the York Banding Documents.

Managing Pupils Needs on the SEND Register

The management of pupils' needs on the SEND register will be done by:

- Holding an up to date SEND register. Basic information about the child's additional needs is recorded here and the SEN stage that they are at according to the City of York Banding Documents. Ensuring SEND Information is recorded and up-to-date on Integris.

- Having 'SEND' as a user defined group on O'Track to monitor progress. Here, progress for all children can be tracked.
- Creating provision maps to detail what intervention is taking place;
- Ensuring IEPs have specific, measurable, agreed upon, realistic and time measurable targets;
- Rigorously monitoring and reviewing the progress of children within intervention groups;
- Conducting termly pupil progress meetings with class teachers and SLT.
- Holding formal SEND reviews;
- SENDCo to provide support and CPD for all teaching staff as necessary.

Teachers are responsible and accountable for writing and updating IEPs, working in partnership with parents and other agencies, all of which is overseen and managed by the SENDCo.

The SEND budget will be managed effectively to provide appropriate additional support by the Headteacher and School Business Manager in consultation with the SENDCo and Governors.

The referral process and level of provision is detailed in the SEND Information Report. This report is available and published on the school website. This document is available in alternative forms.

Criteria for Exiting the SEND Register/Record

If a child has:

- Demonstrated and maintained expected progress or has exceeded expected progress;
- Achieved targets set over more than one cycle of assess, plan, do and review;
- Been discharged from additional, external support following multi-agency reviews;
- Demonstrated that there is no longer a need for intervention.

All children who have exited the SEND register will continue to be monitored to ensure that progress continues.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs.

The **Governing Body** will:

- have regard to the Code of Practice when carrying out its duties toward all pupils with SEND;
- work with the Headteacher in determining the school's general policy and approach to provision for children with SEND;
- work with the Headteacher in establishing the appropriate staffing and use of funding;
- act as a critical friend in maintaining a general oversight of the school's work.[SH2]

The **Headteacher** will:

- take responsibility for the management of provision for children with SEND, working closely with the Special Educational Needs & Disability Coordinator (SENDCo);
- share information fully with the governing body.[SH3]

The **SENDCo** will:

- oversee the day-to-day operation of the schools SEND policy;
- co-ordinate provision for children with SEND;
- liaise with teachers, teaching assistants (TAs), parents and pupils to review pupil progress and outcomes for children with SEND as well as setting new objectives as appropriate;
- support teachers in liaising with parents and carers of children with SEND;
- maintain a central record for children with SEND;
- work with the Senior Leadership Team, teachers and TAs to plan and manage the effective deployment of staff to support children with SEND;
- work with the Assessment Leader and class teachers to monitor progress of pupils with SEND;
- liaise with and report to the governing body through the named SEND governor;
- liaise with external agencies including the local authority's SEND support and educational psychology services, health and social services, and voluntary bodies.

The **Assessment Leader** will:

- *contribute to the identification and monitoring of pupils with SEND through use of the school's in-house pupil tracking system.*

Class teachers will:

- *identify children where there are concerns about well-being, behaviour, development or learning;*
- *in consultation with the SENDCo, parents and carers, pupils and where relevant with advice from outside agencies plan appropriate provision for pupils with SEND;*
- *take responsibility for including all pupils with SEND within the classroom and deliver planning, manage support and provide resources to enable them to access a broad and balanced curriculum;*
- *provide quality first teaching, differentiated for individual pupils.*
- *meet termly with parents, carers and where appropriate pupils to discuss progress and future outcomes.*
- *adhere to the SEND Code of Practice (2015).*

Evaluating Success

The success of the school's SEND policy and provision is monitored through:

- monitoring of pupil progress through the schools assessment processes and against individual next steps;
- analysis of school performance data;
- analysis of pupil tracking data and test results;
- the School Development Plan and/or the SEND Action Plan
- monitoring of procedures and practice by the named SEND governor; More informally, the success of the SEND policy is evaluated by:
- feedback from staff about the clarity and effectiveness of SEND processes in school;
- feedback from parents;
- views of pupils with SEND.

Supporting Pupils and Families

Please refer to the SEND Information Report and Managing the Medical Conditions of Pupils which can be accessed on our website.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school fully complies with the DfE guidance on Supporting Pupils with Medical Conditions. Please refer to the Managing the Medical Conditions of Pupils policy which is available on the school website.

Links with other Agencies, Organisations and Support Services

St. Aelred's Catholic Primary School has a service level agreement with the Local Authority to [SH4] provide support services. An Educational Psychologist is linked to the school and works in consultation with the headteacher and SENCo to provide advice and support. In addition there are services covering:

- Hearing and visual impairment
- Physical disability and medical needs
- Autistic Spectrum Condition
- Speech and Language Difficulties
- Health services ~ GP; school nurse; CAMHS (Child and Adolescent Mental Health Services);
- Community services ~ e.g. school wellbeing worker, social workers.

Training and Resources

Funding for SEND is received from the following sources:

- SEND funding to school;
- Top-up funding for EHCPs;

- Early Years Inclusion Funding (EYIF)
- Pupil Premium;
- Additional money allocated from the school budget.

Funding is used to provide a range of appropriate resources and specialist CPD. Training is planned and organised according to specific need and performance management objectives.

All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the LA SENDCo network meetings in order to keep up to date with local and national updates in SEND, which continue to be in a period of change.

Storing and Managing Information

Each child on the SEND register has an electronic SEND file which stored securely on the school network. Each child also has a paper file, which is locked away securely. Any relevant information will be shared with the classroom teacher. We also have an online tracking system where SEND and intervention information is stored.

Child Protection information is held separately in a locked cupboard. Please refer to the Child Protection Policy for more information.

All information held electronically is password protected.

The Voice of the Child

Children's views are sought and taken into account. Children's opinions about their perceived strengths and weaknesses are recorded. Targets are formulated with children and progress against targets celebrated with them.

Admission Arrangements

Our policy regarding admissions arrangements ensures we do not discriminate against children on the grounds of SEND. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Allocation of Resources

Financial resources used to support SEND include a base budget and **Funding For Inclusion [SH5]** allocations. These are allocated to ensure such pupils are appropriately supported.

Access and Inclusion

St Aelred's strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations for all children.

In line with the Disability Discrimination Act 1995 (as amended by the SEND and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- not treat current and prospective disabled pupils less favourably and make reasonable adjustments as appropriate Improvements to accessibility are set out in the school's Accessibility Plan

Links with other Schools and Transfer Arrangements

We will ensure smooth transition from the previous phase of education and from our school into the next phase of education. We will ensure timely and early planning for transfer to a pupil's next phase

of education. At the end of KS2, pupil data is transferred to the receiving school, including information regarding SEND. The SENCo from the receiving secondary school is invited to the annual review meeting of any pupil with an Education and Health Care Plan. Further, liaison with SENCos from receiving schools takes place as is deemed necessary, to support effective transition of pupils with SEND. Support for the pupil in terms of moving on will be carefully planned and will include familiarisation visits with additional support. Pupils will be included in all class transition days to the next phase but may also be offered additional transition visits. Parents will be encouraged to consider all options for the next phase of education.

Complaints

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

Their service is free and can be provided over the telephone, during home visits or through support at meetings concerning SEN and disability.

<http://www.yor-ok.org.uk/families/Local%20Offer/copy-of-sendiaass-for-children-and-young-people.htm>

Bullying

The school has a statutory anti-bullying policy. This can be found on the school website or is available upon request from the school office.

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.staelreds.co.uk) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.

Allocation of Resources

St. Aelred's Catholic Primary School follows Local Authority guidelines to ensure that all pupils' needs are met. Resources are used to fund extra teaching and support staff, teaching materials and specialist equipment. Details of how resources are allocated each year are included in the SEN Annual Report.[SH6]

Policy approved by governors: November 2020

Review date: November 2022

Appendix

Identification and Assessment

Whenever school raises a concern about a child regarding special educational needs, parents **must** be informed and involved as soon as possible.

Children have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:-

- **Cognitive and Learning Needs**
 1. Specific Learning Difficulty (SpLD)
 2. Moderate Learning Difficulty (MLD)
 3. Severe Learning Difficulty (SLD)
 4. Profound and Multiple Learning Difficulty (PMLD)

- **Social, Emotional and Mental Health needs**
 1. Behaviour, Emotional and Social Difficulty (SEMH)
 2. Autistic Spectrum Condition (ASC)
 3. Attention Deficit and hyperactivity disorder (ADHD)

- **Communication and Interaction Needs**
 1. Speech, Language and Communication Needs (SLCN)

- **Sensory and/or Physical Needs**
 1. Visual Impairment (VI)
 2. Hearing Impairment (HI)
 3. Multi-sensory impairment (MSI)
 4. Physical Disability (PD)

Bands

Children with a special educational need will be placed on the school's register for special needs, at Band 1 to 6. These bands are explained more fully here:-

Band 1 – This is the first step on the school's SEND register. It means the school has identified a pupil has additional needs and requires support which is additional to or different from their peers. The teacher writes an individual education plan (IEP) for the pupil and it is shared with the pupil's family. This plan contains up to 3 targets to ensure the pupil makes progress. The IEP is reviewed and rewritten termly. The pupil may be involved in a time limited intervention.

Band 2 – This is the second step on the school's SEND register. It encompasses the provision listed above, but school would also involve the advice and possible support from an outside professional such as a speech and language therapist or educational psychologist. A child at band two might have a 'My Support Plan' (MSP) written by school with input from the pupil, his/her family and all those working with the pupil. A pupil may have support from an additional adult in school, up to 15 hours per week. If a successful request is made for the pupil to move to an enhanced resource provision (for speech and language or dyslexia), they will be placed at 2b.

Band 3 – This is the third step and involves the provision listed above. In addition, the school will have identified that the pupil requires more than 15 hours of adult support per week and will make a request to the local authority for an education, health and care plan (EHCP, via a My Support Plan (MSP). The EHCP will specify an amount of funding available to the pupil.

Band 4 – This fourth step is for a child with an EHCP whose level of funding from the local authority is more than that provided at a band 3. This pupil will need a high level of support.

Band 5 - This fifth step is where a child would be if they hold a place in a special school.

Band 6 - This sixth step is for a pupil who is educated at specialist provision outside the local authority in which they live.