

St Bernadette's Catholic Primary School

Special Education Needs and Disability Policy



1. Introduction

This document provides a framework for the identification and provision for children with Special Educational Needs and Disability (SEND). It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and we are committed to the agreed strategies.

This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The Special Needs Coordinator is **Mrs. C. Round** who is also the Year 5 class teacher.

Our Mission at St Bernadette's Catholic Primary School,

"is to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to become courageous stewards of creation."

Therefore, the development and implementation of our Special Needs and Disability Policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

Principles and Purpose

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would do so if educational provision was not made for them.

At St Bernadette's Catholic Primary School, we value all children and believe that we have a pastoral responsibility towards the pupils in our care. We therefore support this inclusive ethos and this is reflected in our policy.

Our aims for SEND

In line with our Mission Statement we aim to:

- Create an environment which is warm, welcoming and open, where children see each other as unique and valued members of the school and wider community.
- Enable all children to be aware of their own capabilities and to develop the confidence to achieve their potential.
- Create an environment where children can develop skills, self-esteem and motivation to become responsible for their own learning.
- Raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children.
- Recognise that all children may have special needs at particular times in their school career.
- Cater for the individual learning needs of every child whilst also recognising the need for specialised provision.

Our objectives for SEND are to:

- Identify promptly all children who need special consideration to support their physical, social, emotional and intellectual development and to intervene using appropriate teaching methods.
- To identify pupils of all abilities who are underachieving and provide them with every opportunity to overcome their difficulty.
- To follow specific procedures and maintain appropriate records for the identification, review and monitoring of the special needs of individual children.

- To provide full access to a broad and balanced curriculum whilst appropriately differentiating work to match the needs of individual children.
- To support children to make the best possible progress by:-
 - a) Developing and maintaining partnerships with and between parents, pupils, staff, governors and external agencies.
 - b) Ensuring pupil participation at all stages.
 - c) Providing appropriate resources, information and skills within the school where practicable and within financial constraint.
 - d) Encouraging success for all pupils in accordance with the school ethos.

2. Identifying Special Education Needs

All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek 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
- fails to close the attainment gap between the child and their peers

Our first response to such progress will always be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) we will put in place rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with our children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that we listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Broad areas of need

Communication and interaction

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.

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

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.

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

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. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a sensory, multi-sensory or physical difficulties.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- we 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. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

4. Special educational provision in our school

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals such as the SEND Traded Service.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents will consider the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This will then determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered may also include those needed to make successful transitions between phases of education eg KS2 to KS3 (secondary school). We will engage with secondary schools as necessary to help plan for these transitions.

However, if support is provided, a clear date for reviewing progress will be agreed and the parent, child and teaching staff will each be clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents will be formally informed that special educational provision is being made.

Where a child is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support is needed for the child to make good progress and good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as other information such as behaviour. It will also draw on the child's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with us to help inform the assessments.

Plan

Where it is decided to provide a child with SEND support, the parents will be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a support plan for the child.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher will still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will also be evaluated, along with the views of the child and their parents. The class teacher, working with the SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Where a pupil has an EHC plan, the local authority will review the plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

5. SEND Support - Managing Children's needs

The timescale to assess, plan, do and review will normally take place over one school term or earlier if the learning outcomes need adapting or are achieved. The class teacher, in consultation with the SENCO, support staff, child and parents, is responsible for evidencing information, such as assessments and outcomes, to inform the next cycle in the graduated approach. External agencies that have had involvement with the child are also invited to give input.

At the meeting, progress is discussed and the targets and strategies identified in the support plan are evaluated. A record of the evaluation and implications for future action are recorded on the support plan evaluation form.

The SENCO, in consultation with the class teacher, will determine the level of support required with reference to the school's allocated resources.

6. Criteria for exiting SEND support

If the child has made little or no progress over a period of two/three terms or more, a decision will be taken to continue and amend, in light of the review meeting, the child's support plan.

If there has been continued satisfactory progress, all involved (i.e. teacher, SENCO, parents and child) may make a decision that the pupil no longer requires a support plan and that their needs can be met by the normal differentiated curriculum available to all children. This is recorded on the support plan review form.

Indications for this are that:

- The pupil is able to achieve and maintain their targets over a period of time.
- The pupil is no longer working at a level which is significantly below that of his/her peers.
- The pupil shows improvement in self-help, social and personal skills over a period of time.

Children with an Education, Health and Care (EHC) Plan also have an Annual Review of progress. This is carried out by the school, in conjunction with the LEA. Pupils, parents and outside agencies that have had involvement are encouraged to attend.

An early review meeting may be called if the need should arise.

7. Supporting Children and Families

Parents and children can access the following information about our school on our school website www.st-bernadettes.org.uk;

- Local Offer
- SEND Information Report
- Admission Policy
- Health and Safety Policy (supporting pupils at school with medical conditions)

The local offer for other schools in the area and further information for SEND can be found at; <http://www.lancashire.gov.uk/send>

8. Supporting pupils at school with medical conditions

We recognise that children with medical conditions should be properly supported so that they can have full access to the curriculum, including physical education and school trips. 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.

Some children may also have special education needs (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs as well as their special educational provision and therefore the SEND Code of Practice (2014) is followed.

Further information can be found in our Health and Safety Policy which is available on our website, www.st-bernadettes.org.uk

9. Monitoring and Evaluation of SEND

The school's provision for SEND is constantly monitored and evaluated in order to improve provision in the following ways;

- Senior Management Meetings
- Staff Meetings
- Staff Appraisals
- Children's views/concerns
- Ongoing pupil assessments and evaluations
- Lesson Observations
- SEN Support Plan Meetings
- Parents' views/concerns
- Parent Questionnaires
- Governor Meetings
- School Improvement Planning

- Liaison with external agencies

10. Training and Resources

The school's provision for SEND is funded according to the priorities identified in the School Improvement Plan. This normally includes funding for resources, support staff, training, and agencies.

The training needs of staff are identified during the school evaluation cycle which includes staff appraisal, lesson observations, assessment of pupil progress and attainment and response to local and national initiatives.

All new staff receive induction into the strategies employed in the school to identify, plan and monitor the provision of SEND.

11. Roles and Responsibilities

At St Bernadette's Catholic Primary School, SEND is seen as an integral aspect of every member of staff. There are, however, people within school who have specific responsibilities.

The Role of the Governing Body is to:

- Be fully involved in developing and monitoring the school's SEND policy.
- Take responsibility for devising and implementing the SEND policy through consultation, monitoring and evaluating success of the policy and ensuring that necessary revisions are undertaken.
- Establish staffing and funding arrangements to secure the necessary provision for pupils with SEND.
- Ensure that pupils with SEND are integrated into the school.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Report annually to governors on the success of the SEND policy, any significant changes to it, resource allocation and consultation with the LEA and other agencies.
- Appoint a specific governor with responsibility for SEND.

The role of the Headteacher is to:

- Take responsibility for the day-to-day management of the provision for children with Special Educational Needs.
- Keep the Governing Body fully informed.
- Work closely with the SENCO to co-ordinate provision.
- Ensure that the policy is reviewed annually and any changes reported to parents.
- Ensure that finance is used in accordance with SEND requirements.

The role of the SENCO is to:

- Co-ordinate the day-to-day operation of the school's SEND policy.

- Co-ordinate and monitor the on-going provision for children with SEND.
- Liaise with and offer advice to colleagues.
- Liaise with external agencies, for example the Educational Psychologist, the Lancashire Education Inclusion Service (LEIS), health and social services etc.
- Convene, chair and report on Annual Reviews for all children with an Education, Health and Care (EHC) Plan.
- Liaise with the SEND Governor and prepare reports for the governing body.
- Prepare documentation for Educational Psychologist involvement and other agencies where appropriate.
- Manage Support Assistants.
- Lead INSET to contribute to the professional development of staff.
- Purchase and organise resources.

The role of the Class Teacher is to:

- Provide a challenging, stimulating and differentiated programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognise and be constantly aware of the needs of each individual child according to aptitude and ability.
- Be fully aware of the school's SEND procedures for identifying, assessing and making provision for pupils with SEND.
- Be responsible for identifying children with Special Educational Needs and Disability and preparing a Support Plan, in liaison with the SENCO and the Support Staff, if appropriate.
- Work with the classroom assistants to plan and provide opportunities for children to achieve their targets identified in their support plan.
- Discuss and review targets with children and parents.
- Ensure that pupils with SEND have access to the whole curriculum.

The role of the child is to:

- Be aware that the school is making special provision to meet their needs.
- Co-operate with teachers.
- Develop a growing understanding of their own needs and begin to take responsibility for their own learning.
- Become increasingly involved in self-review and target setting.

The role of the parent is to:

- Ensure that their child/ren attend school in good health, punctually and regularly.

- Be realistic about their child/ren's abilities and offer encouragement and praise.
- Participate in discussions concerning their child/ren's progress and attainments.
- Ensure early contact with school to discuss matters that affect a child's happiness, progress and behaviour.
- Take an active interest in children's learning by supporting in class where appropriate and giving due importance to homework such as hearing reading and assisting in other activities.
- Allow children to make increasing personal and social responsibility as they progress throughout the school.
- Attend school-based courses for SEND children.

12. Storing and Managing Information

Information re SEND children, past and present, is kept securely within the school until the child reaches 30 years of age.

13. Accessibility

Please refer to our Local offer for SEND for accessibility arrangements which is available on our website,

www.st-bernadettes.org.uk

14. Dealing with Complaints

- If a parent has cause for complaint, they can express their concerns initially to the Class Teacher or the SENCO.
- In the event of the initial meeting failing to resolve the issue, or if the concerns persist, they should be brought to the attention of the Headteacher.
- In the event of continuing dissatisfaction, parents will be advised to take their complaints to the Governor with the responsibility for SEND.
- Should an impasse arise between the parent and the school, assistance will be sought from the LEA (see Formal Complaints Policy).

Parents are entitled to attend and be represented at each stage of the complaints procedure.

15. Bullying

Please refer to our:

[Anti-Bullying Policy](#), [Child Protection Policy](#) [Internet Safety Policy](#) [Complaints Policy](#)

16. Reviewing the SEND Policy

The SEND Policy will be reviewed annually by the school governors.