



St Bede's Catholic Primary School, Jarrow



SEND Policy

School Mission Statement

St Bede's Catholic Primary School seeks to provide a caring Christian environment where Jesus is at the heart of life in St Bede's School. We pray that He will guide us to be happy, love one another and always do our best.

Rationale

At St Bede's we aim to ensure that all our pupils have equal access to a broad and balanced curriculum which is adapted, using a range of strategies to meet individual needs and abilities.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To, through reasonable adjustments, ensure equality of provision and opportunity for pupils with special educational needs and/or disabilities.
- To provide full access to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To involve parents/carers at every stage in plans to meet their child's additional needs.

Roles and Responsibilities

Mrs Moya Rooney and Mr Mark Hurst are the Special Educational Needs Coordinators (SENCO) and are responsible for overseeing the day-to-day operation of this policy.

The SENCO will

- Meet with each class teacher to discuss additional needs and concerns and to review IEPs.

- Be alerted to newly arising concerns and ensure that there is early identification of any specific needs
- To monitor the quality of SEND provision through classroom observation and work scrutiny.
- Liaise with parents of pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals and other support agencies.
- Monitor the progress of and provision for children on the SEND register.

The SENCO is required to have specialist training in Special Educational Needs (National Award in Special Educational Needs Co-ordination). Mrs Rooney gained her qualification in March 2013 and Mr Mark Hurst gained his qualification in June 2013. Mr Paul McAlindon is the link governor responsible for SEND.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability, which calls for special education provision to be made for them for the following reasons:

- a) They have significantly greater difficulty acquiring key skills and knowledge than most other children of the same age.
- b) They have a disability that prevents or hinders them from using facilities of a kind generally provided for others of the same age in a mainstream school.

The Four Areas of SEND

1. Cognitive and Learning
2. Social, emotional and mental health
3. Communication and Interaction
4. Medical and Physical

SEN Code of Practise(2014)

The revised Code of Practice was completed in 2014 and sets out guidance on policies and procedures aimed at enabling students with Special Educational Needs to reach their full potential. This replaces the SEN Code of Practice 2001, and provides a single piece of statutory guidance on special educational needs. Key changes parents/carers should be aware of are:

- The new Code of Practice operates under a 0-25 system, bringing together guidance into one consistent system and thus replacing the Statement of SEN with a new document known as the Education, Health and Care plan.
- There is now one single stage of school-level SEN, known as SEN Support. This replaces the old system of 'School Action' and 'School Action Plus'.
- The statutory assessment process has been shortened to twenty weeks. This means that the time local authorities have to decide whether to assess a child has been reduced by half and the assessment and drafting of an EHCP has been reduced to nine weeks.

Identification of Special Educational Needs

The Graduated Response

The SEND Code of Practice (2014) highlights that all schools should follow an 'Assess – Plan – Do – Review' with regard to identifying and supporting children with SEN. This model of intervention would be triggered by concerns (underpinned by evidence) that despite differentiated learning opportunities within the classroom, a student:

- Makes little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of significant difficulty in developing Literacy or Mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional, social and/or mental health difficulties, which are not met by the intervention techniques employed via the pastoral system.
- Has sensory or physical conditions, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- On-entry assessment using EYFS profile.
- Progress measured against the objectives in Reading, Writing and Maths.
- Independent work produced by the pupil.

- Standardized screening and assessment tools such as the Salford Early Reading Test and the Sandwell Numeracy Test.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service, such as an educational psychologist, speech and language therapist who identify additional needs.
- Another school or LEA, which has identified or has provided for additional needs.

Where pupil's make little or no progress, despite high-quality teaching targeted at specific areas of difficulty, it may be that they have a special educational need..

However there can be many reasons for learners falling behind, including absences, worries that distract them from learning and difficulties due to medical conditions. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If a learner is identified as having SEND, parents/carers will be invited to a meeting to share information and to draw on parents' knowledge and expertise in relation to their child.

Access to the Curriculum

The broad and balanced curriculum is adapted to enable all children to access learning. Teachers have high expectations for all pupils. When planning and delivering lessons, teaching staff will use a range of strategies and resources to ensure that they meet the needs of all learners in their class. These include: checklists, visual reminders, scaffolding tasks, reduced language load, reminders, check-ins and additional adult support.

Individual Education Plans (IEPs) are used to set out the most effective strategies for individual children. They include information from children, parents, teaching staff and other professionals who may identify specific resources a child may need.

Support for children with SEND

When providing additional support to a child, we engage in a four-stage process:

Assess, Plan, Do and Review

Assess - this involves considering all the information from discussions with parents or carers, the child, the class teacher and any other assessment information available and identifying specific areas of need.

Plan - this involves identifying any additional resources, strategies or interventions which will address the areas of need identified from assessments. At this point, an IEP is written, which includes the assessment information and specific targets for the child.

Do - providing the support- putting in place agreed strategies, extra assistance for learning or learning aids – as set out in the IEP.

Review - measuring the impact of support provided, and considering any next steps. For example changes to support, involving other agencies, applying for an EHCP.

Ranges

The SEND Range descriptors are based on national best practices in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review.

Ranges help to inform the SENCO and class teacher of the best way to support a child with a special educational need. They also help to identify if the needs of an individual child change and describe how best to plan effective support.

Intervention

The SENCO and the class teacher will decide on the specific action needed to help individual children or small groups.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the class teacher or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher / TA will be responsible for working with the child on a regular basis and ensuring delivery of any individualized programme in the classroom. Each session must be recorded on the child's intervention sheet. At the end of each intervention period, a review occurs between the class teacher, SENCO and Headteacher to monitor impact and progress.

Parents will continue to be consulted and kept informed of the action taken to help their child and the outcome of any action during a termly review meeting.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Individual Education Plans or (IEPs)

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- Any significant areas of need, attendance issue, current attainment and ranges
- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Advice for other professions and any recommended equipment
- The review date
- The child's views will be sought and taken into account through a pupil passport.

Review and Evaluation

A review meeting takes place each term for children whose names are on the SEND register. Parents are invited to a review meeting where they will meet with the class teacher, SENCO and other relevant professionals. Together they will review and evaluate progress towards set targets, to share relevant information and to decide on appropriate next steps.

The use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health Care Plans (EHCP)

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress, and will also receive documentation in relation to the child's special educational needs and any other action taken to meet identified needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, e.g. from an advisory specialist support teacher or educational psychologist.
- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with a transfer to the secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Opportunities for Enrichment

At St Bede's Catholic Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognize that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure their transitions run as smoothly as possible.

Planning for transitions within the school will take place in the summer term. Arrangements for transition to Secondary School for pupils with SEND will be planned according to individual need.

Admission Arrangements

Admission arrangements for St Bede's Catholic Primary School are determined by the Local Authority current admission policy.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

The Role of the Governing Body

The governing body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Learning Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Reviewed July 2023

Next Review July 2024