

**Special Education Needs and Disability Policy**

**MISSION STATEMENT**

**We love God and each other and follow the example of St Teresa.**

**We enjoy learning together and doing our best in a happy, healthy and welcoming community.**

**We learn to be responsible and caring citizens.**

***“Let us do little things well today”.***

**St Teresa**

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

This policy reflects both the SEND Code of Practice 0 – 25 guidance and LA guidelines. It is written for the benefit of all members of the school community, to ensure that all are aware of our principles underlying identification and provision for pupils with special educational needs.

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Special Educational Needs and Disability Code of Practice 2014)

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 , St. Teresa's is committed to ensuring that pupils with SEND maintain positive self-esteem, achieve appropriate academic success, fulfil their potential, enjoy a positive experience and become confident individuals.

**Objectives**

To ensure that the school's Mission Statement is at the core of everyday SEND provision.

To provide a caring environment within which pupils with SEND can achieve their potential.

To ensure that all pupils with SEND have access to a broad, balanced and differentiated curriculum.

To value the contributions and achievements of all, to ensure that children experience success and thereby raise their self-esteem.

To maintain high expectations by staff for all pupils and to emphasise the part they all play in responding to pupils' needs.

To reinforce the fact that support for pupils with SEND is an entitlement and an integral part of their learning rather than an addition to their education.

### **Roles and Responsibilities**

The Governing Body's responsibilities include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring there is a qualified teacher designated as SENCO for the school
- Being fully involved in monitoring provision
- Publishing a SEND Information Report
- Naming a member of the governing body with specific oversight of the school's arrangements for SEND
- Have regard for the Code of Practice when carrying out these responsibilities

The head teacher, Mrs Kelly, has overall responsibility for the management of SEND provision. She works closely with the SENCO and keeps the governing body updated about the working of the policy, taking into account the requirements listed by OFSTED in the Handbook for the Inspection of Schools.

The school SEND Coordinator (SENCO) is Mrs. Burrows. She has completed the National Award for SEN Co-ordination.

The SENCO responsibilities may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND and monitoring, assessing and evaluating this provision
- liaising with and advising teachers and teaching assistants/learning support assistants
- advising on the graduated approach to providing SEND support
- ensuring that the school keeps the records of all pupils with SEND up to date
- supporting teaching assistants
- liaising with parents of children with special educational needs and disability
- contributing to the in-service training of staff
- liaising with early years providers and other schools
- liaising with external agencies, including the school's Inclusion Partner, the educational psychology service and other support agencies, medical and social services and voluntary bodies

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **Admission Arrangements**

The 'Admissions Policy' for pupils with SEND is the same as for all other pupils.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

In every class there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **Identification and Assessment**

There are a number of ways a child's needs may be identified these include:

- Child has an existing Education, Health and Care Plan
- Liaison with early years settings/previous school
- Concerns raised by parents/carers or the child
- Concerns raised by the teacher
- Limited progress is being made, tracking of attainment
- Observation of pupil
- There is a change in pupil behaviour or progress

Class teachers provide High Quality Teaching (HQT) thereby offering a fully differentiated curriculum. If a child's progress gives cause for concern our first steps are to provide Additional School Intervention and Support (ASI). ASI is designed to meet a particular need for a specified period of time.

If a pupil has higher level needs this may result in the creation of a One Plan. This plan will identify outcomes for the child and how they may be achieved. The pupil will be placed on the school's Additional Needs Register under the category of SEND Support. This provision is carefully monitored with the 'Assess, Plan, Do, Review' approach. (See page 5)

Pupils with a diagnosis, e.g. ADHD, ASD, will be placed on the additional needs register and his/her needs will be monitored closely. Their needs may be met through HQT or ASI provision. Alternatively pupils may fall into the category of SEND support or have an EHC plan.

Should a child's needs exceed the support that school can offer in the category of SEND support, a request can be made for an Education, Health and Care (EHC) needs assessment. The local authority will decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice 2014)

There are four areas of special educational need:

- Communication and interaction – includes speech and language, ASD
- Cognition and learning – includes severe learning difficulties, profound and multiple difficulties, specific learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical – includes visual impairment, hearing impairment

A child with SEND in any of the above categories may be supported by outside agencies such as Speech and Language therapists, Physiotherapists and Occupational therapists. These outside agencies can assess the child's difficulties and monitor progress in conjunction with the school's provision to meet the child's needs.

Assessments available for use include:

AFALS (Essex Accuracy and Fluency Assessment of Literacy Skills)

Salford Reading Age Test

NFER-Nelson Group Reading Test

Schonnell Spelling Test

Assessments from Family Fischer Trust

Assessments from STEPS (St Teresa's Enriching Phonics Scheme)

Sandwell Early Numeracy test

When identifying children who may have a SEND, staff consider other factors that may be impacting a child's progress and attainment.

- Attendance and punctuality
- Health and welfare
- EAL

- Being in receipt of Pupil Premium
- Being a looked-after child
- Being a child with a parent in the armed forces
- Being a disadvantaged pupil

Careful consideration is made as to whether the child may have a SEND or whether these other factors are the primary cause of a child’s current attainment and progress. Steps are put in place to support these children. ASI may be appropriate.

**A graduated response to SEND support**

Once a potential special educational need is identified a graduated approach is followed. A cycle of, ‘Assess, Plan, Do, Review’ takes place.

Assess	<p>This draws on the teacher’s knowledge of the pupil’s development, progress and attainment through day to day experience of working with the pupil and regular ongoing assessments.</p> <p>The teacher, supported by the SENCO, gather and interpret additional assessment information.</p> <p>The experience and views of parents and pupils are taken into account.</p> <p>Advice from outside agencies may also form part of the assessment.</p>
Plan	<p>Parents are formally notified that their child will be placed on the school’s additional needs register under the SEND support category.</p> <p>The teacher and the SENCO agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.</p> <p>This information is used to produce a pupil’s individual One Plan.</p> <p>Children who have an Education, Health and Care Plan are also supported by One Plans. The One Plan includes long term outcomes taken from the child’s EHCP.</p>
Do	<p>The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the teacher, they still retain responsibility for the pupil. Teachers 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.</p> <p>The SENCO supports 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.</p>
Review	<p>One Plans are reviewed every term (or sooner if appropriate) by the teacher, teaching assistant, child and parents. The One Plan is amended/updated accordingly. *</p> <p>Parents are invited to termly One Plan meetings.</p> <p>Copies of all One Plans are sent home to parents.</p> <p>Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The school co-operates with the local authority in the review process and, as part of the review, the local</p>

	<p>authority can require schools to convene and hold annual review meetings on its behalf.</p> <p>*The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed every term by the teacher and SENCO.</p> <p>*This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.</p>
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## **One Plans**

Children on SEND Support and children with an EHCP have a 'One Plan.'

The 'One Plan' outlines the child's needs, support required, outside agency involvement and strategies that work.

The first part of a pupil's One Plan is a 3 page summary profile capturing key information about the pupil as an individual. The following sections are included:

Appreciation - what others like and admire about the pupil, their character, gifts, talents

What's important to - what matters to the pupil, from their perspective, about school and life

How best to support - the 'expertise' and 'insights' of parents, teachers and other staff about how to get the best out of the pupil (as well as the pupil's own views)

Parents' hopes and aspirations

## **Provision**

The SEND Code of Practice 2014 reinforces the Teacher's Standards 2012 which makes it clear that it is every teacher's responsibility to, 'adapt teaching to respond to the strengths and needs of all pupils.'

Class teachers are at the heart of provision for pupils with SEND with the support, guidance and leadership of the SENCO and, where appropriate, other specialist staff.

Class teachers are at the centre of the day to day responsibility for working with all pupils, including those with SEND. Class teachers work closely with the SENCO, teaching assistants (TAs) and learning support assistants (LSAs) when carrying out the assess, plan, do, review cycle.

SEND teaching is provided by class teachers and teaching assistants. Children are sometimes taught in whole class situations, supported by relevant staff, or in small groups. If deemed necessary and advantageous to the child's learning, children with SEND attend an intervention group or receive 1:1 support, outside the classroom.

Interventions which take place include: Fischer Family Trust Literacy Intervention, Educational Psychology Service Maths Intervention, Precision Teaching, The Ultimate Guide to Phonological Awareness, Dancing Bears, Bearing Away, Apples and Pears, sensory circuits, daily reading, Plus 1, The

Power of 2, Barrier games, Attack Read/Spell Programme, Time to Talk, Speech and Language interventions, Social stories and educational games.

Before the start of any intervention a baseline assessment is drawn up to establish the child's current attainment in that particular area of difficulty. A target is set according to the baseline score and an intervention decided upon, for example, Precision Teaching. The same baseline assessment is done as a post assessment to ascertain the extent to which skills have improved and progress has been made. Areas of learning that are addressed in 1:1 interventions are an integral part of the child's learning back in class in everyday activities.

### **Monitoring and Evaluating**

Teachers and teaching assistants monitor interventions.

Baseline assessments are regularly revisited to ascertain actual progress in a specific area. In this way the child's progress can be constantly monitored and any additional needs addressed.

The SENCO monitors the progress of every child with SEND on a termly basis and discusses any concerns with the class teacher and the head teacher.

### **SEND Reviews**

The parents of pupils with SEND are invited to termly One Plan meetings with the class teacher and TA/LSA, if appropriate. The SENCO attends the meeting if the child has an EHC plan and attends meetings for children with SEND support when appropriate.

If a child has made significant and sustained progress then the option is discussed of removing them from the SEND support category of the additional needs register. Similarly if a child with SEND is struggling to achieve his/her target despite support, then the effectiveness of interventions is discussed as well as the necessity for alternative strategies. Should progress still be minimal despite the implementation of new, varied strategies, then a request for an Education, Health and Care (EHC) needs assessment may be considered.

Children with EHC Plans have an Annual Review. Paperwork is collated and distributed by the SENCO. Parents, the class teacher and all relevant outside agencies are invited to the review.

### **Special Facilities**

The school is on a single level throughout. Ramps have, however, been installed to facilitate exits from the classroom to the playground should wheelchair access be required.

### **Transition Arrangements**

Pupil records and any information about children with SEND are sent to any school to which St. Teresa's pupils transfer. Many of the Year 6 pupils transfer to St. Benedict's. There is contact between the SENCOs of both schools during the year prior to transfer and additional visits are available for children

with SEND if appropriate. The SENCO of the secondary school is invited to attend the summer term review meeting for pupils on SEND support and pupils with an EHC Plan.

### **In-service Training**

Continuing Professional Development is planned to meet the needs of children with SEND and to maintain a skilled staff.

Training opportunities are given to all staff as appropriate. This may include external courses or internally organised INSET led by the SENCO, other members of the school teaching staff or outside agencies.

### **Complaints Procedure**

Parents can make an appointment, through the school office, to see the class teacher or the SENCO. If they feel their concern has not been met then they should refer to the head teacher. A meeting can then be arranged with the class teacher and SENCO as required. Complaints will be dealt with effectively, sympathetically and promptly.

Approved by Governors: March 2018

Reviewed: Spring term 2023

To be reviewed: Spring term 2025