

SEND POLICY



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

Approved by:	Governing Body	Date: June 2025
Last reviewed on:	March 2025	
Next review due by:	June 2027	

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.

Inclusion

Our SEND policy reinforces our commitment to inclusion. We value the uniqueness of every child.

The best thing that can happen if your child has SEND is for them to have excellent classroom teaching, known as Quality First Teaching.

All of our classrooms are inclusion friendly. 'The school is highly inclusive and staff are knowledgeable about how to adapt learning to enable pupils to succeed.' Ofsted January 2025.

Every teacher is a teacher of every child including those with SEND. We work in close partnership with parents/carers who play an active and valued role in their child's education.

If parents/carers think their child has a special educational need, they should first contact their child's class teacher to discuss concerns as they will have more in-depth knowledge of the child's learning needs.

If appropriate, a further meeting with the SENCO can be arranged.

Other enquiries can also be addressed to the SENCO.

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 adapted 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.

To work in partnership with parents.

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 Headteacher 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 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 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 learning support 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 Quality First Teaching (QFT) thereby offering a fully accessible, adapted 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. This is part of the 'Ordinarily Available' offer. (*The Ordinarily Available is a set of recommendations bringing together best practices from across Essex schools. It outlines what children and young people with SEND and their families can expect to be normally, or 'ordinarily', available to them without specialist support.*) Essex County Council Special Educational Needs and Disabilities (SEND)

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 QFT 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 - include speech and language needs, Autism Spectrum Disorder (ASD)
- Cognition and learning - include severe learning difficulties, profound and multiple difficulties, specific learning difficulties
- Social, emotional and mental health difficulties - this includes ADHD
- Sensory and/or physical - includes visual impairment, hearing impairment, sensory processing difficulties

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
- Schonell 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 considered carefully.</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</p>

	<p>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 learning support 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, learning support 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 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>

One Plans

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

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

The first part of a pupil's One Plan is a 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 - 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 and learning support assistants (LSAs) when carrying out the assess, plan, do, review cycle. Essex's Ordinarily Available: Inclusive Teaching Framework and Ordinarily Available: Targeted Support are used to support pupils' learning.

SEND teaching is provided by class teachers and learning support 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.

Interventions which take place include: Numberstacks, Nessy, Paired reading, Fischer Family Trust Literacy Intervention, Educational Psychology Service Maths Intervention, Precision Teaching, The Ultimate Guide to Phonological Awareness, Sensory Circuits, daily reading, Barrier games, Time to Talk, Speech and Language interventions, Social stories and educational games.

Monitoring and Evaluating

Teachers and learning support 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.

Reasonable adjustments

All schools have a duty to make reasonable adjustments so that so that any pupil is not at a disadvantage compared to others. As a school we regularly review our learning environment to ensure it best meets the needs of our pupils.

Reasonable adjustments may include:

- Auxiliary aids e.g. adapted equipment, wobble cushion, writing slope
- Uniform relaxation
- Additional time
- Assisted technology
- Use of fidget tools
- Movement and sensory breaks
- Use of laptops and ipads
- Ear defenders and other sensory tools available
- Access to the 'Hive' (The Hive is a dedicated room in school available for the delivery of personalised curriculums or for when classroom learning is not possible.)
- Access to the 'Harbour' (The Harbour is a dedicated room in school available to support pupils' SEMH needs.)

SEND Reviews

The parents of pupils with SEND are invited to termly One Plan meetings with the class teacher and 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. There are two wheelchair accessible toilets available - one for pupils and one for adults.

Transition Arrangements

When children move classes in school:

- Class teachers meet together to discuss all pupils in the class and ensure all relevant information is shared
- information is passed in advance to the new class teacher. All of the one planning and other relevant documentation is shared with the new teacher so they know what has been tried, what's worked and what's is currently in place to support the pupil

- where possible, children visit and meet their new teacher before the end of the school year
- children spend time in their new classroom before the end of the school year
- Seesaw videos are used to share information about the next class
- if a child is identified as requiring additional transition support, this will be discussed and arranged in partnership with class teacher, parents and child

If your child is moving to another school:

Pupil records and any information about children with SEND are sent to any school to which St. Teresa's pupils transfer. We contact that school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for the pupil.

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 Year 6 teacher completes detailed forms sharing relevant information with St Benedict's. 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 2025

Reviewed: Spring term 2025

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