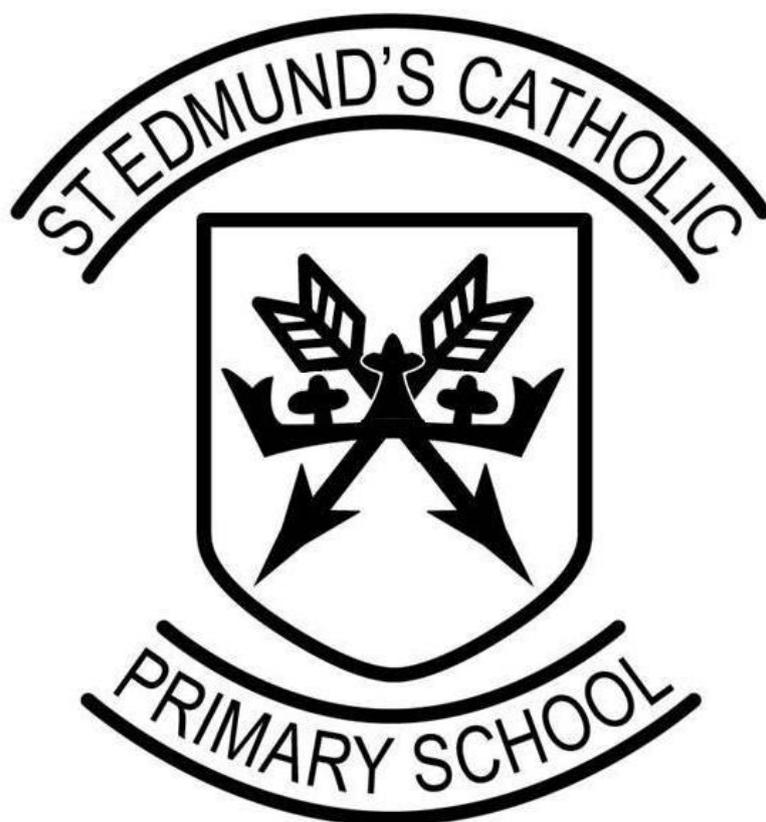


# St Edmund's Catholic Primary School

## SPECIAL EDUCATIONAL NEEDS POLICY



Status of Policy	Date:
Policy Revised:	February 2019
Agreed By Staff:	March 2019
Date Ratified By Governors:	March 2019
Date For Review:	Spring 2020

# *St Edmund's Catholic Primary School*

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*info@stedmunds.surrey.sch.uk*

*www.stedmundsschool.co.uk*

*Headteacher: Mrs E Higgins*

## **MISSION STATEMENT**

Our mission at St Edmund's is to "Learn, Love and Live with the Lord."

With God's help we aim to:

- promote Gospel values and the teachings of the Catholic Church as an integral part of our mission, providing a comprehensive religious education which expresses the life of faith through worship, liturgy and prayer
- ensure a Catholic ethos which will be experienced by all who enter the school and which will allow God's light to shine out of each child
- create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment
- provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important
- provide a safe and healthy learning environment where behaviour is excellent, developing in children a respect for themselves and each other within a loving Catholic community
- be at the heart of the parish, an active part of the local community and of the universal Church
- sustain improvement through high quality leadership and governance
- recruit and retain high quality staff and use our time, effort and resources in the most efficient way to meet these aims

At St Edmund's Catholic Primary school every teacher is a teacher of every pupil including those with SEND

## Definition of SEND

At St Edmund's we seek to have a clear definition of SEN and disability this comes from the SEND Code of Practice (2014) which states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEND 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.*

## Key Roles and Responsibilities:

**SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO): SENCO: Cath Patrick**

Contact details: [senco@stedmunds.surrey.sch.uk](mailto:senco@stedmunds.surrey.sch.uk)

Cath Patrick has the National Award for SENCo

The SENCo is a member of the SLT

Our SEND Governor is Anne Bott

Elizabeth Higgins, Cath Patrick and Claire Shorten are DSLs.

Cath Patrick and Caroline Pepper are responsible for managing PP/LAC funding.

The headteacher has responsible for managing the schools responsibility for meeting the medical needs of pupils

- The SENCO has day-to-day responsibility for the operation of SEND policy
- Co-ordinate the specific provision made to support individual pupils with SEND, including those who have EHC plans
- Liaise with the relevant teacher and co-ordinate arrangements, advise and give support, regarding these pupils with SEN and disabilities.
- Advise on the graduated approach to providing SEND support
- Ensure there is liaison with parents and other professionals in respect of children with SEND
- Line manage the special needs assistants, teaching assistants and HSLW
- Contribute to the CPD of the staff by organising and leading workshops and training sessions
- Contribute to the SDP

- Ensure that appropriate target boards are in place and that relevant background information about children with SEND is collected, recorded and updated
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Work 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
- Ensure that the school keeps the records of all pupils with SEND up to date

## **Introduction**

This policy is a statement of the aims, objectives and strategies for provision for children with Special Education Needs and disabilities in St Edmund's Catholic Primary School.

The policy will be reviewed in line with the schools' rolling program of self-review. It has been created in partnership with the Parents Forum, SLT, teaching staff and governors.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND 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

Parents can have access to the policy from:

- The school website
- A hard copy on request from the school office
- A different format if requested can be made available e.g. enlarged font

## **Aims and Objectives**

### **Aims**

At St Edmund's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community enabling them to become confident individuals living fulfilling lives.

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.

We ensure that all children are given appropriate support to allow every child full access to the National Curriculum

We expect all pupils to engage in the activities of the school alongside pupils who do not have SEND.

We ensure that all children feel welcome and secure within the school.

We will use our best endeavours to give pupils with SEND the support they need, whether it be physical, emotional, intellectual or spiritual. We will look at their aspirations and those of their parents and class teachers who will then, together, set targets towards achieving these outcomes.

We involve parents in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school

We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey, onto secondary school, and then on into adulthood.

### **Objectives**

To ensure the aims are achieved, as part of our key priorities within the SDP, over the next academic year we are planning to:

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.
2. To develop effective whole school provision management of targeted and specialist support for pupils with special Educational needs and disabilities and ensure every member of staff is part of this process of provision mapping.
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014

4. For all staff to be clear on the new processes for identification and assessment of children with SEND.
5. For parents, staff and governors to be part of the process of writing a new policy for SEND.

## **Identification of Needs**

At St Edmund's we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. At St Edmund's we are committed to the early identification and intervention of children with SEND.

There are four main SEND categories:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health
- ✓ Physical and/ or sensory

The identification, assessment and review process follows the SEND pathway of graduated response in accordance with the Code of Practice.

## **A Graduated Approach to SEND Support**

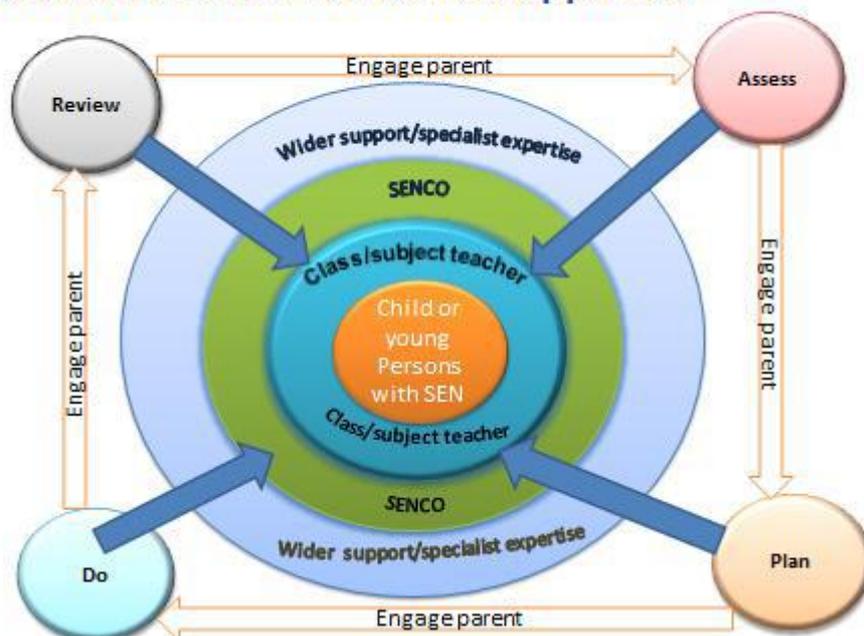
At St Edmund's we follow a graduated response to identifying and managing pupils with SEND. This informs placement of a pupil on the SEND Register.

We aim to achieve this through:

- Contact and discussion with parents, pre-school playgroups/nurseries, to alert SENCO of children with SEND prior to starting school and use of pre-school packs and "About Me" forms which may identify children with SEND. We aim to identify most special needs within each pupil's first year at school (or as soon as possible after they arise). A 'Lack of maturity' is never used as an excuse for inaction.
- Through working with the child and young person, the parents and the Class teachers, an initial response to a child's needs is made, through the structured conversation.
- Regular meetings between teachers and parents to enable them to discuss the progress of the child throughout his/her school career from discussions on results of teacher assessment.
- Observing and recording perceived changes in a child's behaviour in class
- The concern expressed by the class teacher through normal regular assessment and observation procedures and maintenance and analysis of children's records and target setting including Record of Achievement.
- Concerns initiated by parents around their child's progress.

On identifying a child with SEND a structured conversation is held with the parents and child and young person where appropriate and outcomes discussed and targets set.

## The new vision: A whole school approach



To support the graduated response we ensure that at St Edmund's we:

- have quality first teaching
- The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND
- Our 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.
- We monitor the progress and outcomes for all pupils using a whole school tracking system and termly pupil progress meetings
- The Headteacher is responsible for the regular and careful review of the quality of teaching for all pupils, including those at risk of underachievement.
- We provide INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

## How we decide whether to make special educational provision

This will involve the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision, management, outcomes and any specific assessments, e.g. reading,
- Where pupils have higher levels of need, we work with other specialist professionals and agencies to assess e.g. EPs, PSS, REMA

## Placing children on the SEND register

For this we use Surrey SEND 14 Pathway Guidance.

‘The Surrey Pathway Plan is the documentation Surrey expects education settings to use to demonstrate how they are providing special educational needs (SEND) support for children and young people (CYP) with SEND who are not in receipt of an Education, Health and Care Plan.’

‘The Pathway Plan aims to provide a holistic picture of the CYP, and to ensure that their voice and that of their family is heard and represented in the plan. It starts with a one page profile, information about the family and their aspirations, assessment information and the plan itself. The plan is constructed around person centred outcomes which should balance what is important to the CYP and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child/young person. The plan is a dynamic document which should be updated through regular reviews to ensure that it remains relevant to the individual.’

In order to achieve this at St Edmund’s we follow the cycle of:

**Assess:** “In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs” (6.45 COP)

At St Edmund’s we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

**Plan:** “Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should 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” (6.48 COP)

Where SEND Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil



as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Where appropriate, targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

**Do:** “The class or subject teacher should 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 or subject teacher, they should still retain responsibility for the pupil. 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 should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (6.52 COP)

The classteacher is responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date” (6.53 COP)

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

For pupils with an EHCP the LA must review the plan at least annually.

This process needs to be a partnership approach between home and school and with this in mind. Parents/carers will be involved in meeting with the class teacher/tutor and where appropriate the SENCO, each term to set objectives and review the progress made by their child.

The child is involved in creating their initial one page profile and depending on the age and stage of development the pupil will also be involved in the process and targets will be written in child friendly language.

## **SEND Provision**

At St Edmund’s SEND support can take many forms, which may not necessarily take the form of an intervention with a TA. It could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult

- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## **Managing the needs of Pupils on the SEND Register**

Each pupil on the SEND register has a target board with a plan of their targets clearly laid out. This is the responsibility of the class teacher to review and update at the end of each intervention as a running program. The targets within them may be carried out and supported in class or by an additional intervention. The interventions are taken by the TA or HLTAs and monitored by both class teacher and the SENCo.

The Assess, Plan, Do, Review cycle will link to the termly schedule of parent consultation evenings and where appropriate, additional review meetings are put in place to support an interim meeting.

The provision is recorded on the target board, under the strategies we will use this is then recorded according to the Wave of intervention. Wave 1 is recorded on the Wave 1 overview for the year group, with areas highlighted for individual children's files, Wave 2 and 3 are recorded on our provision map.

The provision map also allows costing of the provision to be monitored.

The level of provision is decided by looking at the progress the child is making, what the area of need is and what has already been put in place to support the child.

After initial target setting with the class teacher, if the child still shows slow progress we may then refer to one of the specialist services to give support to the CYP, parents and school alike. After an observation or possible assessment the specialist gives recommendations in feedback to school and parent. After targets are set there is a review meeting after 6/8 weeks with the specialist teacher to see what progress has been made and whether support from them is to be continued. This follows Surrey's pathway plan.

When a child has made progress and no longer needs individual targets, this is discussed with parents at their review meeting or parent consultation and the child is removed from the SEND register and monitored by the Class teacher and SENCo.

## **Training and development**

All staff are kept up to date with developments in teaching and provision to meet the needs of pupils with SEND. This includes

- Identifying and planning the training needs of staff are identified and planned at their performance management meetings
- In house INSET and training for staff is delivered by the SENCO and other external agencies where appropriate
- Induction for new staff is given by the SENCO school in relation to SEND policy and practice

- The SENCO's own professional development is supported by the attendance at SENCO network meetings, courses, conferences and specialist knowledge and experience

## **Supporting parents / carer as and young people**

We believe that parents have a vital part to play in the child's development. It is therefore crucial that parents are informed at the earliest opportunity if their child has a SEND with a view to consulting them about and involving them in the need.

We signpost parents to what support is available through our

- SEND Information Report
- Our School admissions arrangements
- Access arrangements for exams and assessments
- Transition arrangements between classes, key stages and other schools
- Our policy on managing the medical conditions of pupils
- Parents will be informed immediately when a child is placed on the SEND register
- Parents of children with SEND are offered a termly consultation about their child
- Parents are encouraged to contribute their ideas and wishes regarding the education of their child and will be asked to support the child in working towards targets set in IEPs
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so

## **Admission of Children with SEND**

As a Catholic school we welcome children with special educational needs, provided that those needs can be met by the school for the best education of that child, and that it will not affect the efficient education of children already at school.

The governing body will be responsible for decisions regarding admission to St Edmund's. Should any child be refused admission, the parents have the right to appeal against the decision in the normal way through the guidelines set out in the Admissions Policy.

## **Reviewing the SEND Policy**

In line with all school policies the SEND policy will be kept under regular review by the SENCo. It will next be reviewed in Spring 2020.

## **Complaints procedures:**

Should parents or carers feel unhappy or dissatisfied with the provision or progress made by their child, they should consult the complaints procedure policy but the phases are to:-

- Speak initially to the classteacher. Then, if matters are not resolved, a further meeting will be arranged between parents, class teacher, and Head teacher

- Then, if necessary discussion would take place with the school governors
- If necessary the Headteacher would contact the LEA for advice. Parents would also be able to appeal to the LEA or Diocese as appropriate.

## Appendices of references

SEND Code of Practice 0-25 )(July 2014):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

National Curriculum - <https://www.gov.uk/government/collections/national-curriculum>

Governors' SEND Report

Surrey SEND pathway guidance

[http://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0004/873544/SEND14\\_Pathway-Plan-Guidance\\_290814\\_v1.3.pdf](http://www.surreycc.gov.uk/_data/assets/pdf_file/0004/873544/SEND14_Pathway-Plan-Guidance_290814_v1.3.pdf)

Equality Act 2010: advice for schools DfE Feb 2013 -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Schools SEND Information Report (2014) on website

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

## APPENDIX

### \*1What 'substantial' and 'long-term' mean

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules download the 'Equality Act Guidance'.