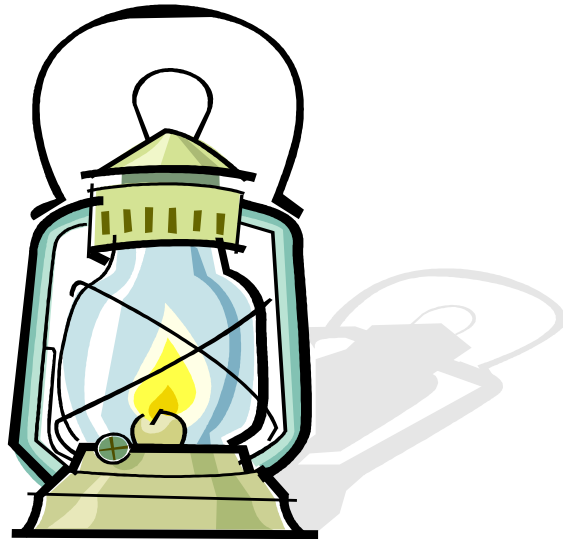




# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**



Autumn 2016 (Annually reviewed)

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Dedicated SEN time: Monday, Tuesday & Thursday  
Local Offer Contribution: (website link) – also SEND Information Report

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN 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
- Teachers Standards 2012
- This policy was written in collaboration with the school's Governing body, the school's SENCO, SLT, all staff and parents of pupils with SEND

## Purpose

We at St.Bede's Catholic Primary School and Nursery, believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. A Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum.

Our objectives are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- enable every pupil to experience success and promote individual confidence and a positive attitude
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- work collaboratively with parents of children with SEND, other professionals and support services

## Definition of Special Educational Needs and Disability

### Special Educational Needs

*‘A child or young person has SEN 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 or mainstream post-16 institutions.’*

(SEND Code of Practice 2015 – pg 15/16)

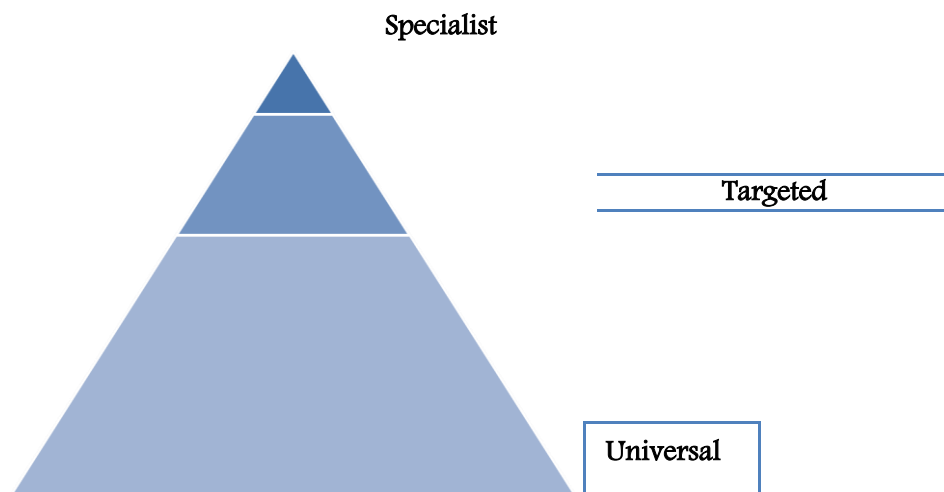
## Disability

*‘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: ‘longterm’ 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.’*

(SEND Code of Practice 2015 – pg 16)

## Graduated Response - Universal, Targeted and Specialist

Universal, targeted and specialist are terms applied to provision available for children with special educational needs and disabilities (SEND)



### Universal

These are provisions which all pupils can expect to access through high quality teaching, without needing any extra SEND resources. Universal provision makes reasonable adjustments to accommodate pupils with SEND.

### Targeted

The provision of extra support/ intervention is provided for some pupils who are identified, through assessment, to have an additional need over and above what is available to them through the universal offer of high quality teaching. This provision will be short-term, targeted and outcomes focused to ensure accelerated progress is achieved by the pupil.

### Specialist

Specialist provision, in addition to high quality universal teaching, is available to those pupils who may require intensive and ongoing support following an individual assessment and potentially, a referral to external agencies and specialists. Typically specialist provision will be long term and for children with complex needs. If appropriate these children will be supported through on-going and frequently reviewed multi-agency professional assessment and intervention, which may lead to the child requiring an Educational Health Care Plan.

## Assess, Plan, Do, Review cycle

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves high quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy 2014)

### Assess:

Quality first teaching in the first instance and if required the SENCO, parents, young person and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists and so forth.

### Plan:

A personalised plan is developed in collaboration with SENCO, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### Do:

All involved parties will actively participate in the delivery of any additional provision required.

### Review:

In line with school policy all teachers are involved in half termly Pupil progress meeting. Where concerns are raised, the SENCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g. Teaching and Support Service (TASS), Speech and Language Therapy (SALT). Parents and children are given opportunity to attend regular Consultation meetings and the school offers an open door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with statements of Special Educational Need or Educational Health Care Plans, have a statutory annual review cycle.

### SEND Broad Areas of Need:

Children and young people's SEN are generally thought of in the following four broad areas of need and support as defined in the SEND Code of Practice 2015:

#### 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**

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, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Some children and young people with a physical disability (PD) requires additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND code of practice 2015 pg 97,98)

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

- Please refer to SEN information report 2015 for further information

### **Who/what was consulted?**

We consulted local authority and national guidance.

### **Relationship to other policies**

This policy links with SEND local offer/ SEND information report 2015 and:

- Data protection policy
- Admissions policy
- Teaching and Learning policy
- Curriculum Policy
- Anti-Bullying Policy

- Behaviour Policy
- Home School Agreement
- Health and Safety Policy
- Accessibility Policy

### **Equality impact**

This policy will help ensure that the school takes positive action to support equal opportunities amongst all pupils.

### **Roles and responsibilities of Head teacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

#### **The Head teacher has responsibility to:**

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

#### **The Acting Deputy Head has responsibility to:**

- manage learning support staff/teaching assistants.

#### **The key responsibilities of the SENCO (Inclusion Manager) include:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- Advising and providing training for SEND topics
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with and advise other staff
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

**Class teacher's responsibilities include:**

*'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.'*

(SEND code of practice 2015 pg 99)

- High quality teaching that is differentiated, personalised and inclusive.
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- Class teachers direct, oversee and manage support staff working with their SEND pupils, with the support of the school SENCO. They work in effective partnership with support staff and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions which are provided to SEND pupils.

**Learning support staff/teaching assistants include:**

- Support staff who work with SEND pupils, should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Support staff will be deployed to support and deliver intervention which is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.
- Support staff should ensure that they take direction from the class teacher to ensure they work in effective partnership with the pupil's class teacher and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where the class teacher directs, they may consult with the school SENCO for additional support.

**The governing body will ensure that:**

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they report to parents on the implementation of the school's SEND policy
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- the governing body will monitor and evaluate this policy by receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised), by promoting surveys of pupils and parents, and by receiving feedback from external agencies about the school's practice

**Funding for SEN support**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula,

discussed with the local schools forum, which is also applied to local academies. Schools receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Inclusion Manager (SENCO). For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the Head teacher. *The LEA Mediation Service/Parent Partnership Service is available to offer advice.*

### **Arrangements for policy monitoring and evaluation**

The success of the school's SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and reporting activities, such as:

- monitoring of classroom practice by the Inclusion Manager and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children), evaluate impact and celebrate success