

Special Educational Needs Policy



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Written by Elizabeth Stevens

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This document should be read in conjunction with the following related policies and guidelines:

- SEND Code of Practice 0 -25 September 2015
- Equality Act 2010 – Advice for Schools DfE February 2013
- Teachers Standards 2012
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England KS1 and KS2 framework document September

Updated 2014

- Keeping Children Safe in Education, September 2022

School specific policies:

- Admissions
- Attendance
- Behaviour and anti-bullying
- Safeguarding
- Single equality
- RSE policy

Aims of the SEND Policy

At St Chad's R.C Primary School, we provide teaching and learning which enables all pupils to gain access to a broad, balanced and appropriately differentiated curriculum.

We value all the pupils in our school equally and we recognise the entitlement of each pupil to receive the best possible education.

Our aim is to ensure that all pupils are supported in order that they may work confidently towards reaching their full potential, with policy and practice reflecting the fundamental principles of the SEND Code of Practice 2015. The policy also reflects up-to-date research and guidance, including the Education Endowment Fund (2020) 'SEND Evidence Review: Best Available Evidence. A Report to the Education Endowment Foundation', London.

We aim to:

- create an inclusive environment by design. This will be rooted in positive relationships and interactions between teachers and pupils. We will work closely with parents, involving them with identification of need and decision making.
- work closely with pupils to understand what barriers to learning they are experiencing and in which subjects. We will identify what support they need to access the curriculum. We will undertake regular assessments to check that pupils with SEND are making the progress that they should. If progress is not sufficient, we will consider further measures, including work with other agencies and statutory assessment.
- ensure that pupils with SEND have the same opportunity as their peers to access a carefully planned and ambitious curriculum, including enrichment opportunities. They should have access to the same high-quality teaching as their peers. Teachers and teaching assistants will be trained to have the expertise to make effective adaptations to enable pupils with SEND to achieve well.
- ensure that any interventions outside class teaching are carefully matched to address pupils' barriers and are of high-quality in design and implementation. We will ensure that interventions are explicitly linked to the curriculum and add value to teaching in class. 'Teaching assistants should be used to supplement, not replace, the teacher'. (EEF 2020).
- consider, if pupils require individualised support for behaviour, the reasons behind their behaviour and what we can do to address these in a carefully targeted way. We teach learning behaviours alongside managing misbehaviour (EEF 2019).

We will:

- identify the need as early as possible and provide effective support.
- adopt a whole school approach to identification, assessment and provision for pupils with SEND.
- view our special needs provision as an ongoing process and one that continues to develop.
- provide appropriate in class support, which enables all pupils to have access to the whole curriculum.
- ensure that all pupils on the Special Educational Needs register have an IEP, with appropriate targets matched to need.
- make clear the expectations of all partners by establishing a clear partnership where joint planning takes a graduated approach.
- ensure that all planning takes into account the pupil's targets and adaptations are appropriate.
- ensure that assessment and record keeping systems provide adequate means of recording attainment and achievement that give sufficient information for carefully planned progression at every stage.
- involve the governing body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of SEND provision.
- work with parents and carers at every stage.

- work with outside agencies (e.g. Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS), Educational Psychology Service)
- create a school environment where pupils can contribute to their own learning.
- raise the esteem, contribution to school life and social awareness of pupils with SEND with a strong focus on high aspiration and on improving outcomes.
- focus support that enables pupils with SEND to make successful transitions to new classes and schools.
- to ensure a high level of staff expertise to meet pupil need, through well targeted CPD.
- provide a Special Education Needs Co-ordinator is given adequate time to fulfil the role.
- complete the Plan, Do, Review cycle in accordance with the Code of Practice..
- work in cooperation and productive partnerships with Salford Diocese, the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of Special Educational Needs

Taken from section 20 the Pupils and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
3. Many pupils who have SEND may have a disability under the Equality Act.

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 also includes students with long-term medical conditions. Pupils with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a pupil requires special education provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

A child under compulsory school age has special educational needs if they fall within the definition (1) or (2) above or would do so if special educational provision were not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the headteacher, determines the school's policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEND
- Reports annually to parents on the school's policy for pupils with SEND
- Ensures that all pupils, including those with SEND, have access to a broad, balanced curriculum.
- Appoints a representative of the Governing Body to oversee SEND provision.
- Ensures that pupils with SEND are fully involved with all that the school has to offer, including pupil leadership and extra-curricular activities.
- Ensures that they are involved in developing and reviewing the SEND policy.

The headteacher

The headteacher is responsible for the day-to-day management of all aspects of the school's work, including the provision for pupils with SEND. The Head Teacher along with the SEND coordinator will keep the Governing Body informed of all developments with regard to SEND.

SEND Coordinator (SENCo)

The role of the SENCo involves:

- identifying, assessing and reviewing the special education needs of the pupils.
- overseeing the day-to-day operations of the school's SEND Policy.
- ensuring an appropriate budget allocation to meet SEND.
- interpreting legal requirements for staff, parents and governors.
- co-ordinating and evaluating provision, including interventions for pupils with SEND.
- producing a provision map and coordinating the provision.
- assisting subject leaders in the development and use of differentiated and flexible schemes of learning to support the SEND pupils.
- ensuring the schools SEND Report is updated and maintained.
- monitoring the progress of pupils with SEND alongside the class teacher.
- liaising with and advising teachers wherever necessary.
- ensuring that pupils with SEND have access to quality-first teaching.
- overseeing the records of all pupils with SEND.
- monitoring pupils' plans and reviewing progress for both pupils with EHC Plans and those with SEND support

- maintaining the SEND register.
- liaising with parents of pupils with SEND.
- liaising with other schools so that support is provided for pupils as they prepare to transfer to new schools (in Year 6 or other year groups).
- identifying training needs and organising and delivering training in order to develop the expertise of staff.
- liaising with external agencies including Catalyst Education Psychology service, health and social services and voluntary bodies.
- ensuring that relevant background information about individual pupils with SEND is collected, recorded and updated.

Teachers

Teachers will:

- work with the SENCo to decide the action required to assist the pupils to make progress.
- work with the SENCo to collect all available information on the pupil to help with identification.
- develop and review personal plans for pupils.
- work with pupils with SEND on a daily basis and ensure quality first teaching.
- develop effective relationships with parents.
- encourage pupils to be part of the decision-making.
- be involved in the development and review of the schools SEND policy.
- regularly assess pupils' progress and identify the next steps to learning.
- keep parents informed of pupil progress.
- work with the SENCo to identify their own training needs around SEND.

Teaching Assistants

- Develop positive working relationships with parents and professionals.
- Assist with the recording, monitoring and evaluation of pupil's progress.
- Assist with the identification and effective provision of appropriate resources.
- Attend liaison, team and service meetings and undertake appropriate INSET.
- Work alongside the SEND Coordinator and teaching staff in preparation of IEP's.
- Plan individual work or small group work towards meeting the targets to meet the pupil's needs.
- are aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Provide first quality teaching when delivering interventions.

Working in partnership with parents

Partnership plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs. All parents of pupils with SEND will be treated as partners and given support to play an active and valued role in their pupil's education.

Pupils with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for pupils in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

At St Chad's RC Primary school, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of pupils with SEND to enable personal success.
- Parental views are considered and valued.
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost the parents of pupils with SEND to the Manchester Local Offer and the Families directory to help them gain specific advice, guidance and support.

If an assessment or referral indicates that, a pupil has additional learning needs, the parents and pupil will always be consulted about future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up on regards to the provision for their child. The school SENCO and SEND Governor may be contacted at any time in relation to SEND matters.

Admission arrangements

Please refer to admissions policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND, those with Education, Health and Care Plans and those without. Where appropriate upon transition, pupils with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Transition and accessibility arrangements

All parents are invited to visit the school prior to starting. They will be able to have a tour of the building, meet the class teachers and see the environment their child will be learning in. Parents will also be able to speak to a member of staff and any important information can be passed over at this point.

Our school has disabled toilet. The school is arranged on a single story with easy access to all playgrounds. On entry to the nursery, each child will be given a welcome pack with systems and routines. A home visit will also be arranged. If they are transferring from another setting, the nursery staff will make contact with the other setting and arrange a visit to observe the child in their current setting and speak to the staff currently working with your child.

If a pupil is entering St Chad's into Year 1 – 6 we will contact the previous school to gather information to support in year transitions from other schools. Meetings are held with the previous school if it is felt necessary.

When the pupils are preparing to move to high school visits to the school are arranged. For pupils with SEND additional visits are arranged if needed. A synopsis of the pupil's needs is also sent up to the school for distribution amongst staff if parents agree. We ensure all relevant paperwork is passed on and all needs are discussed and understood. If a pupil has an Education, Health and Care Plan the high school will be invited into our school to meet with parents, class teacher and the SENCO.

Transitions within school are carefully planned and opportunities to visit new classroom are arranged. We also have handover meeting where the specific needs, strategies and techniques to support pupils are discussed.

Allocation of resources for pupils with SEND.

It is the responsibility of the Senior Leadership Team, SENCO and governors to agree how the allocation of resources is used.

All pupils with SEND will have access to Element 1 and 2 funding of a school's budget, which equates to £6000.00. Some pupils may have access to additional funding.

Identification of pupils' needs

Four broad areas of needs from the code of practice include:

Communication and interaction

Pupils 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 pupil 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. Pupils 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 pupils 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 pupils 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 pupils 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 difficulties

Pupils 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 pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support pupils and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some pupils 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 pupils with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind pupils and young people is available through the Social Care for Deaf blind Pupils and Adults guidance published by the Department of Health.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality first teaching. The baseline of learning for all pupils:

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- Parents will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings and meetings with key staff are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. In order to help pupils with special educational needs, St Chad's adopts a graduated response. The graduated response provided consists of a four-part process indicated below:

- **Assess** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the pupil's current attainment, achievements and learning profile. This may involve taking advice from the class teacher, SLT, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using personcentred tools to discover what is important to the pupil and how best we can support them.
- **Plan** - Pupils and parents will be involved in the planning process as much as possible. Person centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the pupil in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.
- **Do** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through St Chad's interventions. Progress may be measured through assessment scores and/or through qualitative observations.
- **Review** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning.

Meetings with pupils and parents happen at least termly.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Application for an Education, Health and Care Plan:

If a pupil has a lifelong or significant difficulty, they may undergo a Statutory Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of the need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to plan provision and identify resources needed.

The decision to make an application for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO, Class Teacher and any other outside agencies involved.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SEND Coordinator
- Social Care
- Health Professionals

Educational, Health and Care Plans (EHC Plan)

Manchester City Council will provide following statutory assessment an EHC Plan, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and where appropriate for changes to be put in place.

Reviews of EHCP's for pupils in Year 5 will be completed with the local authority reviewing team if available, as school, parents and other professionals will discuss transition to high school and what appropriate provision is needed.

Medical Needs

St Chad's 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 pupils 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 (SEND) and may have an 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. The school's policy on medicines can be found on the school website.

Medical care plans are written in conjunction with the parent and the school nurse or LOIS outreach service.

In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO will work with outside agencies when a need for specialist training is identified.

The SENCO attends relevant SEND courses and provides feedback for staff where appropriate.

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Home learning

In the event of a national/local lockdown or the school, closure of a bubble pupils with SEND will have access to the schools online learning platform seesaw. If it is felt appropriate, some pupils may be given a learning pack to complete at home. Resources from outside agencies may be given to parents to support their pupils accessing all appropriate provision from their pupil's EHCP. The school SENDCO will be in contact with all SEND parents in the event of a school closure.

Approved at the Governing Body Meeting of June 2023.

Signed:

Print Name:

Chair of Governors

Signed:

Print Name:

Governor

TO BE REVIEWED NOVEMBER 2024