

St Patrick's Catholic Primary School



Special Educational Needs and Disabilities (SEND) Policy

Date: July 2024

Review Date: July 2025

St Patrick's Primary School

Special Educational Needs and Disabilities (SEND) Policy

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.

Introduction

At St. Patrick's it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to provide an inclusive environment and ethos and secure special educational provision for pupils for whom this is required.

This policy has been written in response to the Special Educational Needs and Disability (SEND) Code of Practice 2014 (DfE) and with reference to guidance published by the SEND gateway (NASEN).

The Policy for SEND should be considered alongside other policies within school, particularly those relating to behaviour, medical needs and equal opportunities.

This policy recognises the shared responsibilities of the Governing Body, Head Teacher, SENCo and other staff relating to the fulfilment of statutory responsibilities and on the quality and effectiveness of the arrangements for SEND.

Aims

The aims of this policy are:

- to create an environment that caters for the special educational needs of each child and supports them to achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to ensure appropriate staff expertise to cater for pupils' needs
- to provide support for pupils with medical conditions to ensure that they are fully included in all school activities, within the limitations of the school environment and educational visits. This will involve consultation with health and social care professionals as necessary.
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

- **Equalities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, family makeup, ability, disability and social circumstances. At St. Patrick's Catholic Primary School we are committed to meeting the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in wider society.

This policy should be read in conjunction with the other policies at St. Patrick's, particularly the Single Equality Scheme and Policy and the Policy for Supporting Pupils with Medical Needs.

Definition of Special Educational Needs and Disabilities

The SEND Code of Practice (DfE, 2015) outlines the following four broad areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

A child or young person has special educational needs and disabilities if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, the provision made generally for others of the same age in a mainstream setting in England. Note also that health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEND Code of Practice 2015, DfE)

This SEND policy details how at St. Patrick's we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs and/or disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs and/or disabilities.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates and levels
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for and supporting children's full participation in learning activities
- helping children to manage and be responsible for their own behaviour and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress

Identification and provision for children with SEND

Identification and provision for children with special educational needs and disabilities is the responsibility of every member of staff.

The Governing Body, the Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important responsibilities. All teachers are teachers of children with special educational needs and are accountable for their learning and progress.

Identification:

At St. Patrick's the attainment of every child is monitored on a day-to-day basis by the class teacher, and also through the usual teaching and learning monitoring practices of the school such as annual assessments, pupil progress meetings, book scrutinies and data tracking.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily and may require additional support. Using our professional judgement, and taking into account the views of parents/carers we may conclude that the child has SEND and therefore requires a graduated response of SEN support.

When a class teacher has concerns about a child's educational needs it is his/her responsibility initially to take steps to address the issue and identify any barriers to learning. Parents are consulted and specific interventions put in place. Progress is monitored for a set period of time. The SENCo is also consulted. If limited progress is noted during a specified monitoring period the child may be added to the SEND record of need register in consultation with parents/carers.

EYFS:

The school will assess each child's current levels of attainment in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need and/or disability, this information will be shared as part of the transition process. The class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on activities and resources to support the child within the class
- Use the assessment processes to identify any learning needs
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Further information can be found in the Policy for EYFS.

EAL:

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

Provision:

It is the responsibility of class teachers to differentiate the curriculum to meet the learning needs of all pupils. Differentiation is essential to help all children understand the relevance and purpose of learning activities and experience levels of independence and rates of progress that bring feelings of success and achievement.

In addition teachers use a range of strategies to meet children's special educational needs, including the use of additional resources and visual prompts. Lessons have clear learning objectives and ongoing formative assessment is used to inform the next stage of learning.

Level of need and response

We recognise that a child's SEND may

- change over time
- be short-lived or longer term
- relate to a single area of need
- pertain to a range of difficulties that interact
- be fairly minor
- be profound and complex

Therefore, we consider the following levels of need:

No SEND - Most children will have their needs met by the school without any SEND provision being made other than that which is normally available to all children

SEN Support - Some children will have SEND and will have their needs met, using the approaches to support and intervention set out in this policy. These children are listed on the school SEND record of need as receiving SEN Support.

Education Health Care (EHC) Plan – a very small number of children, with complex (i.e. in more than just Education, just Health or just Social Care) and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

Graduated Response

At any of the above levels of need the following graduated response is used:

- **Assess** - what can the child do and what do they need to learn next?
- **Plan** - what shall we do in order to help them learn what they need to?
- **Do** – take action to do what is needed, in school and at home
- **Review** – parents, pupils and teachers feed into what impact our actions have had and what should happen next

The school will record the steps and strategies used to meet the needs of individual children through the use of SEN Support Plans, performance data tracking and provision mapping.

Outside agencies

External specialists may act in an advisory capacity, provide additional specialist assessment or be directly involved in support for the child. The child's individual targets will set out strategies for supporting the child's progress. Where possible, these will be implemented in the normal classroom setting. The delivery of interventions continues to be a shared responsibility, even when outside agencies are involved in provision.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a period of time
- Continues working at levels substantially (i.e. at least two years) below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional, social or mental health issues which have a substantial negative effect on the child's own learning or that of the class/group or may lead to behaviour that has a negative impact on learning
- Has sensory or physical needs and requires additional specialist equipment or regular advice or provision from a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

Agencies that may be consulted or referred to by St. Patrick's:

- Educational Psychology service
- Speech & Language Therapy service
- Specialist Children's Services (e.g. Paediatricians, Physiotherapists, Occupational Therapists)
- Child and Adolescent Mental Health Service - CAMHS
- Early Help
- Behaviour and Children Missing Education (BACME) service
- Specialist teachers/outreach teams (e.g. SEND Success)

Intervention

At St. Patrick's intervention is an over-arching term to describe a range of learning strategies, techniques, resources and programmes that are used to promote progress and to narrow the attainment gap. We will endeavour to ensure that our interventions are time-limited and evidence based (i.e. there is some academic consensus that the intervention has the required effect).

Interventions may take place in class or may take place outside of class. They may involve staff other than the class teacher, and may be for groups of pupils, pairs or individuals.

Where interventions involve withdrawal from the class, we are careful to minimise disruption to our offer of a broad and balanced education.

The SENCo, in conjunction with the Head Teacher, will monitor and review the range of interventions used to support children at St. Patrick's, to ensure that interventions are effective, efficient and a good use of school resources.

Transition after certain intervention is an important consideration at St. Patrick's – pupils receiving interventions such as Play Therapy are monitored after they exit the programme to ensure that skills, knowledge and attitudes gained in the intervention are maintained/transferred to other contexts.

Partnership with parents/carers

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

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process, for example taking part in person-centred annual reviews and contributing to their own SEN Support Plans.

The Policy for SEND and the SEND Information Report, which includes the arrangements made for children with SEND in our school, can both be found on the school's website.

We encourage parents/carers to make an active contribution to their child's education. Parents evenings and other meetings as necessary are crucial when reviewing the progress of all children with their parents/carers, including those children with SEND. The targets set for children with SEND are reviewed termly, and are recorded on individual Support Plans. Input from parents/carers is encouraged and parents/carers are invited to attend the termly review meetings.

We inform the parents/carers of any interventions their child is receiving, and share the process of decision-making by providing clear information relating to the education of their child.

EHC Plans

A small number of children, with complex¹ and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

These children warrant a statutory assessment of their needs, carried out by the local authority. A statutory assessment involves a process of information gathering by all involved professionals leading to a statutory document – 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, 2015, DFE.

Where a child at St. Patrick's has needs at this level we will, in conjunction with parents/carers make a request for a statutory assessment of the child's needs, working within the SEND Code of Practice and LA Guidelines.

The parents/carers of any child who is referred for statutory assessment will be involved in making the referral and will be informed of the progress of the referral.

Provision for a child with an EHC plan, is by definition, unique and individualised. A child with needs at this level is likely to be known to multiple agencies. Professionals from these agencies will provide advice to be incorporated into the EHC plan and, where necessary, continue to be involved in the planning of support for the child.

Progress towards the outcomes listed in a child's EHC plan will be reviewed termly.

Every year it is statutory for the EHC plan to be reviewed. At St. Patrick's we follow the LBWF practice of person-centred reviews. Pupils are present for as much or as little of their review meeting as they wish to be.

¹ Needs in more than one area, not simply Education, Health or Social Care in isolation.

Provision and Access to the Curriculum

Having SEND should not deny children their entitlement to a broad and balanced curriculum.

Whenever possible we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The school runs an enrichment group to support children with high needs to meet their individual outcomes. Within this group there is a high adult to pupil ratio. And children follow a differentiated curriculum which focuses on engagement and the development of skills matched to their individual needs. Class teachers and staff within the enrichment group liaise closely to ensure that children join their classes for subjects and activities that they are able to access with an appropriate level of adult support.

Allocation of resources

The Head Teacher in conjunction with the SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been allocated.

The role of the Governing Body

The Governing Body challenges the school to secure necessary provision for any pupil identified as having special educational needs or disabilities.

They have an overall responsibility to ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Responsibilities of the Head Teacher

The Head Teacher is responsible for the day to day management of all aspects of the school's work, including SEND provision. The Head Teacher ensures that the Governing Body is kept informed of developments in SEND. The Head Teacher will ensure that teaching and non-teaching staff are involved in the development and implementation of the policy for SEND, are made fully aware of the school's SEND procedures and of their roles and responsibilities in this area.

The Role of the SENCo

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers and support staff
- Overseeing and maintaining the records of all children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with other schools and settings to share information and plan support at, or following e.g. Y6 pupils as they prepare to transfer to Y7, pre-school children as they prepare to enter EYFS, and mid-phase admissions
- Liaising with external agencies including the Waltham Forest SEND Service and Educational Psychology Service, various health services, Children's Social Care and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Monitoring the progress of children identified as having SEND
- Keeping up to date with relevant legislation, research and good practice and updating the Head Teacher, Governing Body and all staff as appropriate
- Contributing to the planning of SEND budget use

The SENCo or SEND Governor can be contacted via the school office by phone or email.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers and in drawing up Support Plans for children receiving SEN support.

In addition the SENCo and the named governor with responsibility for SEND meet regularly to discuss SEND provision at St. Patrick's and the implementation of this policy.

Complaints Procedures

The views of parents and carers are always valued. The SENCo is available to meet with parents and carers at a convenient time to listen and to address any concerns.

If a parent or carer is not happy with any provision provided for their child, they should first talk to the class teacher, and after that, if they still have concerns, to the SENCo. If parents are still not satisfied or continue to have concerns, they can make an appointment to meet with the Head Teacher. If the concerns of parents remain unresolved then the school's complaints procedure should be followed. If the complaint is linked to an ECHP, then the complaints procedure detailed in the SEN code of Practice (2014) section 11 'Resolving Disagreement' should be followed.

Date of review: July 2025

Appendices to this policy:

1. Glossary of terms
- 2.

Appendix 1

Glossary of terms used within the SEND policy:

| | |
|--------------------|---|
| APDR | Graduated approach – Assess, Plan, Do, Review |
| ADD | Attention deficit disorder |
| ADHD | Attention deficit hyperactivity disorder |
| ASD/ASC | Autistic Spectrum Disorder/Autistic Spectrum Condition |
| CAMHS | Child and Adolescent Mental Health Services |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| EP | Educational Psychologist |
| EHC plan | Education Health and Care plan |
| EYFS | Early Years Foundation Stage |
| Graduated approach | The system of identifying and meeting the needs of SEND pupils: Assess, Plan, Do, Review |
| LA | Local Authority |
| NASEN | Formerly the National Association for Special Educational Needs. Nasen is the leading organisation in the UK which aims to promote the education, training, advancement and development of all those with special and additional support needs. |
| OT | Occupational Therapist |
| S< | Speech and Language Therapist |
| SEN | Special Educational Needs |
| SENCo | Special Educational Needs Co-ordinator |
| SEND | Special Educational Needs and Disabilities |
| SEND Gateway | The SEND Gateway is an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND) |

| | |
|-------------|--|
| SEN support | Additional support provided within school for children with SEND |
| SNA | Special Needs Assistant |
| TA | Teaching Assistant |