



"The glory of God is  
a human being fully alive!"



## Special Educational Needs and Disability Policy

**Ratified by Governors**

Date:

Document Status	
Reviewed	September 2022
Date of next Review	September 2023
Approval Body	Governing Body
Publication	School Website/Staff Policy folder

This policy must be reviewed annually

### STATUTORY

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

# Special Educational Needs and Disability Policy

## Rationale and Purpose:

In keeping with the spirit of our Mission Statement our Special Educational Needs and Disability policy is positively based on a sense of love and respect for each individual. We believe that each child is made in God's image and is a unique individual. Our mission is the provision of a context, content and a process of education truly dedicated to developing the full God given potential of each pupil and to build their skills, knowledge and understanding along with their sense of self worth.

All children have a right to an education that develops their potential. We believe that all children should have access to a broad and balanced curriculum.

## 1. Purpose and aims of the SEND Policy

**At St Ethelbert's we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities.**

### The specific objectives of our SEND Policy are as follows:

- *To identify pupils with special educational needs (SEN) and disabilities, assess these needs and ensure their needs are met.*
- *To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.*
- *To ensure that quality teaching is provided and all members of staff are trained in delivering an appropriate curriculum to meet the needs of Special Educational Needs children.*
- *To ensure that all learners make the best possible progress.*
- *To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.*
- *To ensure that learners express their views and are fully involved in decisions which affect their education.*
- *To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.*
- The success of this policy will be judged against the above objectives. The Local Academy Committee annual report will detail the successful implementation of the policy and effectiveness of the provisions made.
- The SEN Co-ordinator for the school is **Jessica Angliss**.
- This policy should be read in conjunction with the school's Mission Statement and all related policies.

## **2. Definition of Special Educational Needs**

The SEND Code of Practice (2014) states that:

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

- **have a significantly greater difficulty in learning than the majority of others of the same age; or**
- **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 or mainstream post-16 institutions.**

### **3. Educational inclusion**

- 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;
  - Need a range of different teaching approaches and experiences.
- **We welcome children with special educational needs and / or disabilities** as part of our community and, from our early years setting onwards, we aim to ensure that all children have an equal opportunity to engage in the curriculum.
- Teachers respond to children's needs by:
  - Providing support for children who need help with communication, language and literacy.
  - Planning for children's full participation in learning, and in physical and practical activities.
  - Supporting children to manage their behaviour and to take part in learning effectively and safely.
  - Supporting children to manage their emotions, particularly trauma or stress, and to take part in learning.

### **4. Admissions Policy**

- St Ethelbert's Catholic School strives to be a fully inclusive one. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet their individual needs. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

### **5. Role of the SENCo (Special Needs Co-ordinator)**

- The SENCo is responsible for the co-ordination of SEN provision and works closely with the Head Teacher. S/he is responsible for liaising with parents and carers of children with Special Educational Needs
- The SENCo liaises with class teachers to ensure SEN children are able to achieve their full potential; works with outside agencies to ensure continuity of care and updates the SEN register on a regular basis to ensure correct funding is maintained for the school and children.

## **6. Role of the Class Teacher**

- The class teacher has a responsibility towards the children with Special Educational Needs in their class. The class teacher is responsible for:
  - Planning and delivering a differentiated curriculum and collecting and gathering information.
  - Writing support plans for pupils on Wave 2 or 3 support (see flow diagrams in appendix)
  - Liaising with parents and carers, Learning Support Assistants (LSA), other support staff and colleagues, where necessary.
  - Planning, monitoring and evaluating targets in SEN support plans, in consultation with parents/carers.
  - Evaluating progress of Special Educational Needs pupils
  - LSA's who are directly involved with a child or group of children will liaise with the class teacher and SENCo in order to plan for, and meet the needs of that child.

## **7. Role of the Governing Body**

- The designated Special Educational Needs Governing Body member maintains an overview of the Special Educational Needs provision in the school.
- The Governing Body, in conjunction with the Head Teacher, have responsibility for the school's general policy and approach to provision for Special Educational Needs children including the allocation of resources.

## **8. Resource Base**

- The school hosts a Resource base for pupils with language and communication difficulties. The Resource Base is funded by the Local Authority as a provision for up to 10 pupils from Reception to Year 6.
- Speech and Language therapy is provided, as appropriate to the needs of each child. This may focus upon developing receptive and expressive language skills, vocabulary, attention, listening and speech.
- The Resource Base provides pupils with access to a full mainstream curriculum, with emphasis on language, by giving such assistance as is necessary to help them overcome any disadvantage arising from their speech and language difficulties.
- The Resource Base provides a full range of opportunities for learning through play and real experiences, supplemented by specific speech therapy appropriate to the needs of each child. Skills learned within the Resource Base on an individual or small-group basis are then exercised and developed in the mainstream classroom with the close cooperation of the class teacher, supported where necessary by Resource Base Staff.
- The Local Authority hold Termly Admissions panel meetings. The Admissions Panel will allocate a place to a child if there is a space within the Resource Base and the evidence provided from professionals indicates that the St Ethelbert's Resource Base is the most suitable provision to meet their needs.

## **9. Identification, Assessment and Provision**

- The Code of Practice (2014) recognises four broad categories of Special Educational Needs:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical
- Early identification of SEN is vital. The class teacher informs the SENCo of any concerns at the earliest opportunity so that early intervention can be put in place as required.
- The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices and with the addition of further assessment tools where needed.

- The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

### **9.1. Cause for Concern**

- The class teacher/LSAs identifies areas of concern and consults with the SENCo, implements various strategies within the classroom that are appropriate and informs parents of action.
- If appropriate, an SEN support plan is written planned and implemented

### **9.2. SEN support**

- **SEN Support Plans** are put in place for a child with SEN and/or disabilities, who have an identified barrier to their learning, impeding their progress.
- The plan sets out targets that are currently being worked on and what additional 'wave' provision is put in place for that child.
- The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning.
- The cycle of 'plan, assess, do, review' is followed for each plan and intervention

### **9.3 Educational, Health and Care Plan:**

- If satisfactory progress is not being made at wave 2 or 3 intervention, then it may be necessary, in consultation with parents and any supporting agencies, to consider discussing statutory assessment with the Local Authority.
- If the Local Authority feel it necessary to carry out a Statutory Assessment of Special Educational Needs, this may result in a formal Educational, Health and Care Plan. The child would continue in mainstream education unless the statement specified otherwise.

### **9.4 Referral for an Education, Health and Care Plan**

- If a child has a lifelong or significant complex difficulties, s/he may undergo a Statutory Assessment process which is usually requested by the school, but can requested by the family. These assessments take place where the complexity need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.
- Information from a variety of sources, including parents, teachers, the SENCO, social services and health care professionals is combined to form an Education, Health and Care Plan assessment. Once a plan is agreed it is reviewed annually.

## **10. Access to the curriculum**

- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- All children on the special needs register have an SEN Support Plan and will receive wave 2 or 3 support. Teaching staff ensure that any advice given by external agencies is incorporated into the child's SEN Support Plan.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw

children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. In this situation the intervention could be led by class LSAs, SEN LSAs or teachers.

## **11. Working in Partnership with Parents/Carers**

- At St Ethelbert's Catholic Primary School we believe that children achieve their full potential when staff and parents/carers work together.
- The targets on the SEN support plan are negotiated, as appropriate, with the child and the child's family during parent consultation meetings.
- At the beginning of the new term, the teacher, parent and child (where appropriate), will review support plans and in partnership, write new targets.
- Information from outside agencies will be discussed with parents/carers.

## **12. Staff Training**

- All staff receive regular training to develop their knowledge and practice in supporting pupils with SEND. St Ethelbert's operates a fully inclusive approach to children's learning and we promote first quality teaching for all pupils as our baseline provision.
- Some children will have specific needs and a regular programme of training for LSAs is planned and delivered throughout the year. Fortnightly sessions focus on teaching strategies such as precision teaching, use of speech and language strategies and sharing of good practice utilising the expertise of our SENCO and Resource Base staff.
- Specific training is undertaken by staff in response to either the needs of an individual child or patterns among a cohort that have been identified. Examples of this include ELKLAN training, work with the mental health support team and training for staff working with children with autism
- The SENCO holds the NASENCO qualification
- The leadership team have attended the NASEN (National Association for Special Educational Needs) whole school review training. Regular reviews of the SEND provision form part of the school self-evaluation process
- Feedback is taken from pupils and parents to help inform training needs

Inclusive high quality first teaching for all incorporating in class differentiation and action by class teacher recorded on planning

## WAVE 1

### CLASS ASSESSMENT ARRANGEMENTS

- **New children** tested within 2 weeks of being in school in Maths and Literacy.
- Teacher Assessments are recorded half termly.
- Pupil Progress Meetings occur each term.

Has the child made sufficient progress?

### No

- Class teacher to complete **cause for concern** and pass onto SENCO
- SENCO to carry out work scrutiny, observation, assessments and testing
- SENCO to speak to child and class teacher
- **Cause for concern** and strategies discussed with SENCO and class teacher.
- Class teacher to review progress after 8 weeks

### Yes

Wave 1 Action has been successful. Continue this and/or differentiate as normal.

### Yes

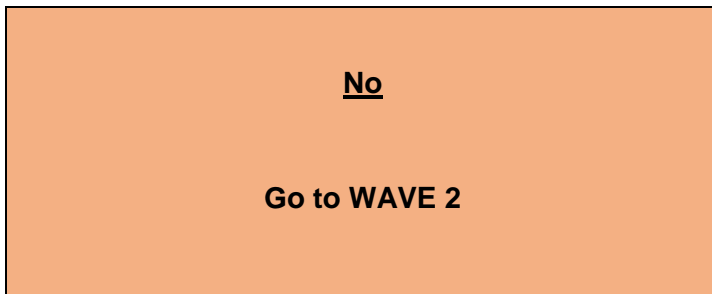
Wave 1 Action has been successful. Continue this and/or differentiate as normal.

Additional **time-limited** provisions in the form of evidence based interventions for children who can be expected to 'catch up' with their peers as a result of the intervention. →  
Has the child made sufficient progress?

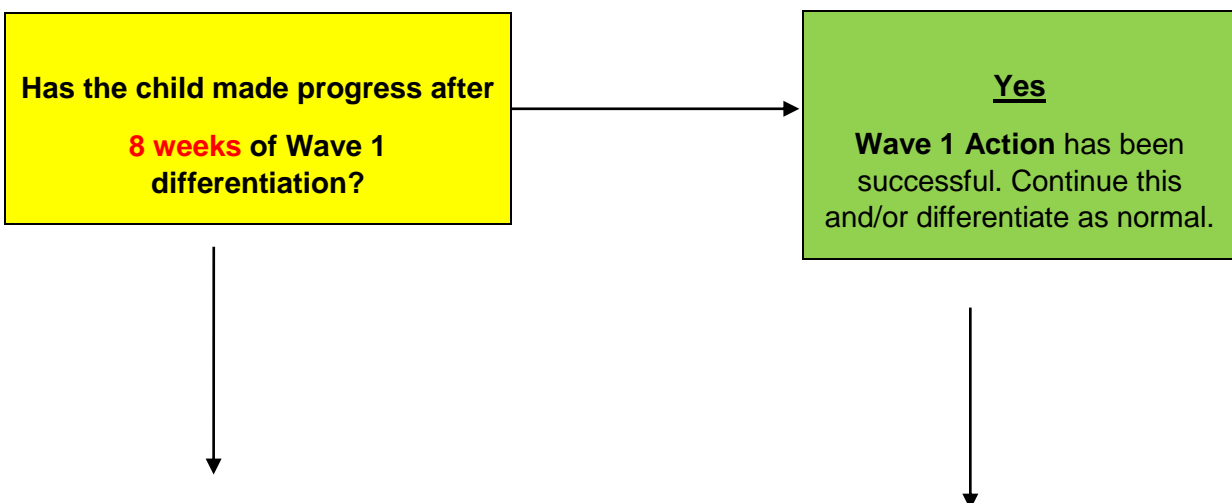
**INTERVENTIONS** (interventions and outcomes are recorded on **support plan evidence proforma**)

**ALL** interventions **must be evidence based and have...**

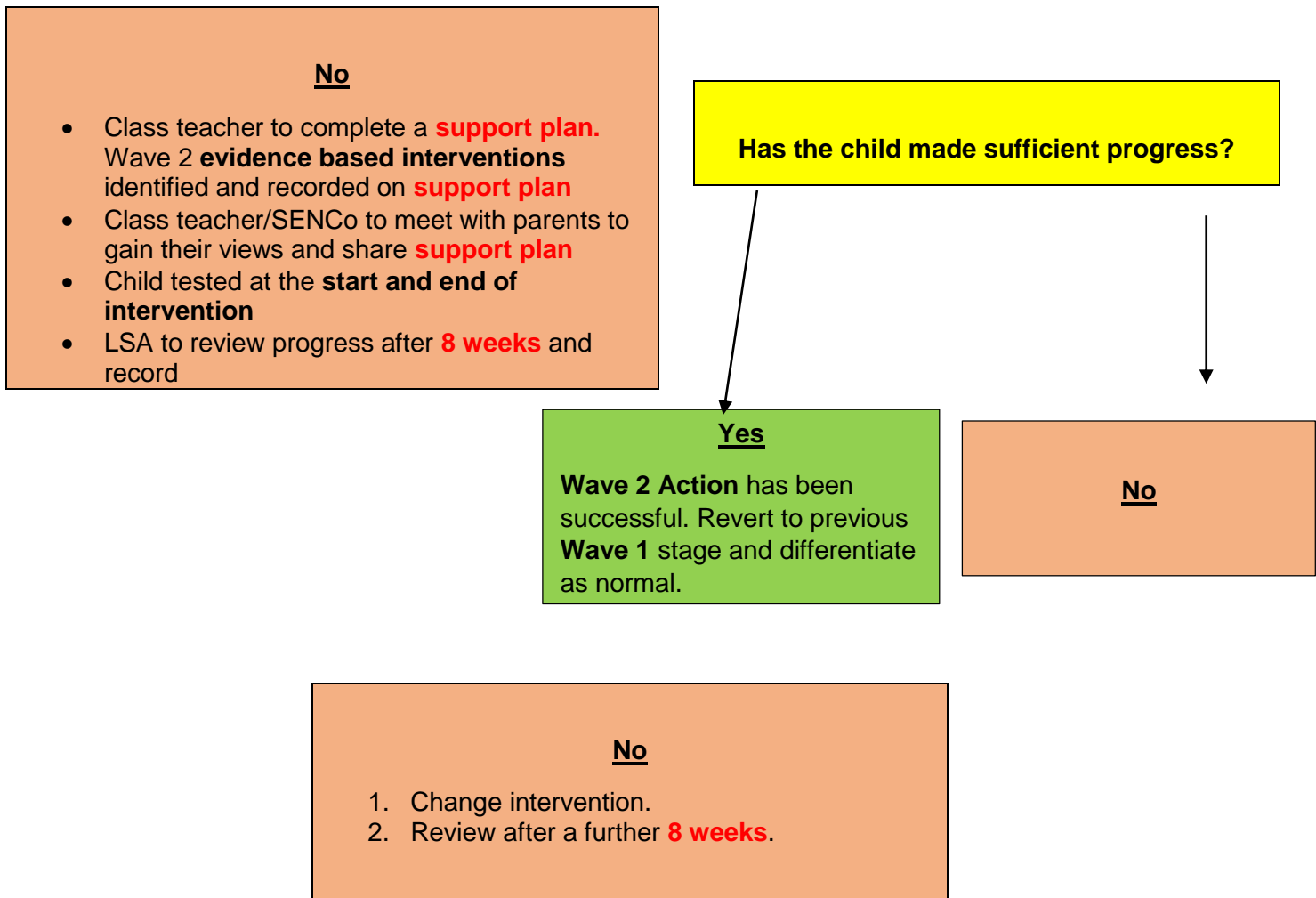
- **a criteria for use** – children must be chosen for a valid reason
- **entry and exit testing** to measure impact (see interventions list)



WAVE 2







OR

### WAVE 3

**Additional, highly personalised, targeted interventions for children who have significant barriers to learning and/or are working well below age-related expectations. They are designed to help to close the gap between the child and their peers. The child may also be accessing support at Wave 2.**

Children at **Wave 3** will have support or advice from **outside agencies**.

Some children at **Wave 3** will have a **Statement of Special Educational Needs/Education, Health and Care Plan**

- Class teacher and SENCo to liaise with **parent** and complete a referral to outside agencies detailing prior attempts to reduce or remove barriers to learning and their outcomes.
- Outside agency will observe in class, carry out testing and meet with **parents**, SENCo and class teacher.
- Agency will then compile a **report** giving advice for next steps.
- The recommendations in the report will be used by the **class teacher** to draw up targets on a **support plan** to be shared and discussed with **parents**. The plan will be checked and signed off by the **SENCo**.

### Support Plans (Wave 3 interventions)

- **Class teacher** will use the Statement, Annual Review and/or reports from outside agencies to draw up the plan (**3-5 targets**)
- The plan will identify the interventions to be used, entry and exit testing, personnel involved and timings etc.
- **Teacher/SENCo to meet** with **parents** each term to share and discuss the plan
- The plan will then be checked and signed off by the **SENCo** and a copy goes to parents and is also stored in the class folder and central SEN folders.



The **last meeting** with class teacher, parent, SENDCo and outside agency of the **academic year** should also be used to discuss transition matters.