

St. Albert the Great Catholic Primary School



“The more I learn about the world in which I live,
the closer I grow to God.”

Special Educational Needs and Disability (SEND) Policy

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THE CATHOLIC ETHOS OF THE SCHOOL

At St Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a warm, caring and safe environment within which all children can develop. Our school was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic school in accordance with Canon Law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

This policy has been written with reference to the requirements of the Special Educational Needs and disability Code of Practice (2014), the Special Educational Needs and Disability regulations 2014, the Children's and Families Act 2014, the school accessibility plan, The School Equality Scheme and with regard to the Equality Act 2010. It reflects the practice that we are developing within our school community and has been approved through staff meetings and by the Governing Body. It will be regularly updated annually.

As a part of our Mission Statement '*The more I learn about the world in which I live the closer I grow to God*' we aim to build a school where all of our children are valued and their achievements celebrated. We aim to provide a balanced curriculum so that children with special educational needs are fully included in order to promote the highest levels of achievement.

"We are committed to improving outcomes by having high aspirations and expectations for children with SEN. All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training"*

Special Educational Needs and disability Code of Practice: 0-25 years (2014)

We endeavour to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children's SEN.

We ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. The views of the child are sought and taken into account wherever possible.

1) DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Governors and Staff of St Albert the Great Catholic Primary school have regard for the Special Educational Needs and Disability Code of Practice (2014) which replaces the SEN Code of Practice (2001).

A child or young person has Special Educational Needs 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,
- 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

2) DISABLED CHILDREN AND YOUNG PEOPLE

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: ‘long-term’ 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.

The Equality Act 2010 sets out the legal obligations that our school, local authority and others have towards disabled children and young people:

We make reasonable adjustments, including the provision of additional aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – we work with the Local Authority in order for thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Our school accessibility plan (and local authority accessibility strategies) sets out how we plan to increase access for disabled pupils;

- to the curriculum
- to the physical environment
- to information.

3) IDENTIFICATION OF SEN

There are four broad areas that give an overview of the range of needs that are identified in the Special Educational Needs and Disability Code of Practice (2014).

The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

A detailed assessment of need will ensure that the full range of an individual's needs is identified, not only the primary need. We endeavour to work in liaison with parents to provide support to a child based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad areas of need;

- Communication and interaction.
- Cognition and Learning.
- Social emotional and mental health difficulties.
- Sensory and/or physical needs.

SEN is identified as the above need(s) having an impact on the child's ability to make progress and access the curriculum at the appropriate level for their age.

4) WHO IS INVOLVED IN SEN PROVISION?

a) The Local Authority;

- determines the overall policy for all aspects of a quality service for children with SEN.
- manages each statement/EHC plan and the assessment process.
- has named officers to deal with the processes.
- trains Governors.

b) The Governing Body;

- determines the school policy with the Head Teacher including staffing and funding arrangements.
- reports annually to parents on the school's policy on SEN.
- has a named SEN Governor who liaises with the Inclusion Coordinator once a term and reports to the governing body.
- maintains a general oversight of the school's work.

The Head Teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for SEN.
- determines the school policy with Governors including staffing and funding arrangements.
- keeps the Governing Body fully informed.

- ensures confidentiality of information as appropriate.
- may apply for additional time for national tests.
- ensures that parents are fully informed about provision.
- devises a clear and flexible strategy for working with and encouraging parents to play an active role in the education of their children.

c) The Inclusion Leader;

- is a qualified teacher and Special Educational Needs Co-ordinator (SENCO).
- has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEN policy and provision in the school and is part of the school leadership team.
- has responsibility for the day to day operation of the school's SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- liaises with pupils, parents, all relevant school personnel and external agencies where appropriate.
- supports the Head Teacher with the management of Teaching Assistants.
- provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- is aware of the provision in the Local Offer; <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds> and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- liaises with the relevant Designated Teacher where a looked after pupil has SEN.
- advises on the graduated approach to providing SEN support.
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- is a key point of contact with early years providers, other schools, external agencies especially the local authority, health and social care professionals, and independent or voluntary bodies.
- liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- works 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.
- ensures that the school keeps the records of all pupils with SEN up to date.

Our Inclusion Leader is Lynn Wilson contact details are through our main school office 01442 264835 or by email admin@albertthegreat.herts.sch.uk.

d) 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.
- are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- contribute to the development of the school's SEN policy.
- develop positive and constructive relationships with parents, informing them of any successes and of any difficulties at the earliest stage possible.

- differentiate as appropriate in their delivery of the curriculum for pupils with SEN.
- attend INSET and read relevant documentation to keep informed about good practice and the needs of pupils in their class.
- discuss the needs of pupils with parents, Inclusion Leader and outside agencies.
- manage the time of the teaching assistants who work in their classroom and work collaboratively with them (drawing upon specific individual knowledge, skills and talents wherever appropriate). Ensure the teaching assistants are familiar with class provision maps and targets of the SEN pupils they work with.
- following the form of a four part cycle through which they assess, plan, do and review progress with individual targets for pupils in their class in collaboration with teaching assistants the Inclusion Leader, parents and pupils.
- keep their SEN class files in order.
- monitor targets for the children in their class and include these targets visibly in planning wherever appropriate/possible.
- share concerns with the Inclusion Leader.

e) Teaching Assistants;

- contribute to the development of the school's SEN policy.
- work collaboratively with class teachers.
- give input to the review of Individual and group targets for the pupils that they work with.
- take part in meetings with teachers, parents and outside agencies to discuss pupil needs where appropriate.
- familiarise themselves with class provision maps and targets for any pupils they work with sharing progress during regular liaison with class teachers.
- attend relevant meetings and training.

f) Parents:

- work in partnership with the school.
- communicate regularly with the school alerting staff to any concerns they may have about learning and provision.
- provide the school and any support services with appropriate information about their child and respond to written reports as necessary.
- participate in consultation evenings, review meetings with the school and with outside agencies.
- fulfill their obligations under the home school agreement.

5. HOW DO WE IDENTIFY NEW PUPILS WITH SEN?

We aim to identify a child's needs at the earliest point. We know that making effective provision improves long-term outcomes for the child.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which;

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. We understand that parents know their children best and we listen when parents express concerns about their child's development. We also listen to and address any concerns raised by the child.

The first response to such progress is high quality teaching, targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the Inclusion Leader, should assess whether the child has SEN. This will involve informally gathering evidence, including the views of the pupil and their parents, extra teaching or other rigorous interventions designed to secure better progress, being put into place. The pupil's response to such support can help identify their particular needs.

When identifying SEN our school understands that a child may present with persistent disruptive or withdrawn behaviours and these do not necessarily mean a child has SEN, monitoring and assessment will be made to see whether there are undiagnosed learning difficulties. If it is thought other housing or family circumstances may be contributing to the presenting behaviour a multi-agency approach will be supported by our school.

Our school are aware that there will be other events that can lead to a learning difficulties or wider mental health difficulties such as bullying or bereavement. Our school pastoral care is characterised by strong and warm relationships between all pupils and adults. We aim to put into place provision for the child's short-term needs in collaboration with parents in order to prevent problems escalating.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN

6. A GRADUATED RESPONSE

Where a pupil is identified as having SEN, our school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

a) Assess

In identifying a child as needing SEN support the class teacher, working with the Inclusion Leader, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress,

attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to our school's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Leader will contact them if the parents agree.

b) **Plan**

Where it is decided to provide a pupil with SEN support, parents are formally notified, although parents generally have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Leader will 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents are made aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. The information set out will be readily available to be discussed with the pupil's parents.

c) **Do**

The class or subject teacher remains 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 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 Inclusion Leader 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.

d) **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Leader, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Our school co-operates with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Further information about EHC plan reviews is given in the SEN Code of Practice 2014 Chapter 9, Education, Health and Care needs assessments and plans and also on the Hertfordshire Grid http://www.thegrid.org.uk/learning/sen/send_pathfinder/ehc_planning/index.shtml <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

7. INVOLVING SPECIALISTS

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we inform parents and consider involving specialists, including those secured by the school itself or from outside agencies.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements seek to ensure that there are sufficient services to meet the likely need in an area. Please refer to our school Local Offer and the Hertfordshire Local offer: (<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>) The Local Offer describes the support that is available from different services and how it may be accessed.

The permission of parents is sought before a child can be referred to a specialist and evidence of SEN provision in place will be sent with the referral.

Once a specialist has provided advice and strategies these are shared with the parents, child, class teacher and other members of staff and used to support progress.

8. REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. For a small minority of pupils where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, our school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9 SEN and disability Code of Practice 2014). To inform its decision, the Local Authority will expect to see evidence of the action taken by our school as part of SEN support. More information is available from Hertfordshire Local Authority; <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

9. HOW ARE RECORDS ORGANISED?

Pupils with SEN are allocated an individual section in their class teacher's inclusion file. This contains relevant documentation for example; individual pupil's targets or plans, recent letters, referrals, observations and reports.

Duplicated information and previous records are stored by the Inclusion Leader and are available to share with outside agencies if necessary in partnership with parents.

10. HOW IS THE EXPERTISE OF CLASS TEACHERS AND TEACHING ASSISTANTS DEVELOPED?

- Updated Information from courses that members of staff attend is shared with the Inclusion Leader and the rest of the staff through meetings and notes.
- All staff are encouraged to share examples of good practice.
- Class teachers and teaching assistants meet weekly to discuss plans.
- The Inclusion Leader meets teaching assistants each half term to discuss and share good practice, update staff about new initiatives, provide further training and sharing of professional expertise.
- Advice from outside agencies is valued and disseminated to relevant staff as appropriate. Where appropriate arrangements are made for outside agencies to lead a staff meeting.
- Each term the Inclusion Leader leads a staff meeting to provide information on current good practice.
- The Inclusion Leader liaises with other schools in order to develop good practice.
- The Inclusion Leader and Senior Leadership Team meet regularly to discuss issues of policy and practice.

11. ADMISSIONS ARRANGEMENTS

Please refer to our Admissions Policy.

12. TRANSITION ARRANGEMENTS

Our school fosters the understanding that SEN support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, our school shares information with the school, the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process.

We encourage visits by secondary school SEN teachers in the summer term before pupils transfer to Year 7. This enables them an opportunity to meet prospective pupils and find out about the provision that has supported them while at our primary school. Parents are also encouraged to meet with the SENCO of their child's new school.

13. HOW DO WE ALLOCATE RESOURCES?

Our school is allocated resources from our Local Authority determined by our local funding formula; the resources are to support pupils with additional needs and disabilities. SEND funding allocated by the county to the school changes annually

Our school has an amount identified within the overall budget called the notional SEN budget. This is not a ring-fenced amount, and our school endeavours to provide high quality appropriate support from the whole of its budget to take into consideration the number of pupils with SEN. A strategic approach is taken to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium Grant.

We allocate funds as part of the school budget process. The main part of the funding is to provide teaching assistant support. Teaching assistants are timetabled to support classes according to the needs of the pupils as explained in the teaching and learning section.

We provide additional support which costs up to a nationally prescribed threshold per pupil per year. Our local authority provides additional top-up funding, where the cost of the special educational provision required to meet the needs of an individual pupil, exceeds the nationally prescribed threshold. Additional funds are available through an exceptional needs funding process.

14. CONCERNS AND COMPLAINTS PROCEDURE

- A Parent concerned about their child's progress should initially speak to the class teacher.
- An appointment with the school Inclusion Leader may be sought.
- Complaints are dealt with in line with the Diocese of Westminster.
- The parent is referred to the Head Teacher in the first instance.
- Complaints should be addressed to the Head Teacher.
- The Head Teacher is responsible for the implementation of this policy monitoring the outcomes keeping the Governing Body informed.
- If satisfaction is not forthcoming, complaints should be addressed to the Chair of Governors.
- The Governing Body, take into account the Special Educational Needs and Disability Code of Practice: 0-25 years (2014) when carrying out their duties towards all pupils with SEN.