

Policy for

Special Educational Needs and Disability (SEND) policy



Date of policy:	August 2019
Next review:	August 2020 Review Period: 1 Year

Committee:
Curriculum & Standards

Safeguarding:

All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2019'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019'

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the school's Positive Behaviour Policy/Code of Conduct.

Identification

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

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

Children 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.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... 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 2014

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Staffordshire's Local Offer can be found by clicking the following links - [Staffordshire Marketplace](#) and [Staffordshire Cares](#)

This policy is linked to, and should be read in conjunction with the following policies; Behaviour, Anti-bullying, Admissions policy, Accessibility plan, Attendance information, Equal Opportunities Policy, Safeguarding Policy, Teaching and Learning Policy and is embedded in the Learning and Teaching framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- SEN Code of Practice 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- Equality Act 2010
- Teacher Standards 2012
- Children and Families Act 2014

Mission Statement

At St Modwen's school, we are concerned with the growth of each and every child entrusted to our care. We strive to nurture their spiritual, academic, social and personal development, emphasising the teaching of Gospel values and the mutual respect we should all have for one another.

We have developed a whole-school approach to our Special Educational Needs delivery recognising the entitlement of all children to a broad and balanced curriculum. Pupils who have special educational needs and disabilities (who have communication and interaction needs; cognition and learning needs; sensory and physical needs; and, social, emotional and mental health needs) have full access to the curriculum and are included in all aspects of school life.

Aim

We aim to provide every child with access to a broad and balanced curriculum. Provision will meet their individual needs and raise the aspirations, expectations and achievements for all pupils with SEN or a disability.

Objectives

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical

To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

How does our school know if a child needs extra help?

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

What should a parent do if they think that their child may have a special educational need?

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCO. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How the school supports children.

St Modwen's school follows a Graduated Approach to SEN support. This begins with **high quality teaching** which is differentiated and personalised to meet the diverse needs of all learners:

'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' Code of Practice 2014

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENDCo and external verifiers
2. ongoing assessment of progress made by pupil in specific intervention groups
3. work sampling.
4. scrutiny of planning.
5. teacher meetings with the SENCo
6. pupil and parent feedback when reviewing target attainment
7. whole school pupil progress tracking
8. attendance and behaviour records

Information on the quality of teaching will be reported at governors meetings.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

The Code of Practice describes 'adequate progress' as:

- *progress which is similar to that of peers starting from the same baseline;*
- *matches or betters the child's previous rate of progress;*
- *closes the attainment gap between the child and their peers;*
- *prevents the attainment gap 'growing wider'*

Where it is decided that action is required to support increased rates of progress, this will follow an **assess, plan, do and review model**

- An **individual assessment** of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo
 - Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
 - SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
 - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support and Inclusion Service (SENIS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team (AOT)
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Educational Psychologist Service
 8. Educational Welfare Officers
 9. Physical and disability support service (PDSS)
 10. Social Services/ Learning Support Team
 11. School Nurse
 12. CAMHS (Child & Adolescent Mental Health Service)
 13. Our own schools Hope worker
 14. Our schools Positive Play Leaders

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an **Education, Health and Care (EHC) plan** being provided.

How will I know how my child is doing?

Attainment towards the identified outcomes will be shared with parents termly at Parent's Evenings. A home-school diary is sometimes used to provide daily feedback particularly for children with behaviour difficulties. Parents are offered appointments with the class teacher and SENCo at Parent's Evening and are encouraged to contact the school with any concerns via the school office.

Support for children's overall well-being

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the SEAL topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has staff who have completed training and are experienced in supporting pupils' wellbeing and mental health.
- The school has designated areas known as 'chill out zones' for pupils who require quiet reflection time, adult support is available should the child wish to discuss their feelings and concerns

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

How are all children included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

Our school building was completed 3 years ago and has been classed as 'fully accessible' by PDSS. All classrooms and toilets are on one level with direct access to the outside area without the need for steps. We have 3 Disabled toilets and grab rails have been fitted to one cubicle in the reception, year 1 and year 2 toilets. There are 2 Disabled parking spots marked and located near to the school reception. There is a sloping path to allow access to the main entrance. A medical room has been provided in order to enable a safe place for insulin testing/injections

Supporting pupils when joining or transferring to a new school

St Modwen's acknowledges the importance of effective transition of all pupils and in particular those with SEND. Links are made with pre-school providers and other primary and secondary schools to ensure effective transition. A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

The transition programme in place for pupils in year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.

The annual review for pupils in year 5 with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

The SENCo will liaise with the SENCOs of the secondary school (e.g. Blessed Robert Sutton, de Ferrers Academy) for Year 6 pupils to ensure a smooth transition. This may include arranging additional visits for the pupils and face to face meetings to share information about the pupils' needs, targets and progress.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school

to provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support children will receive?

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will parents be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings

Support services for parents of pupils with SEND include:

Family Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.

Parent In The Know newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Our schools SEN Information report can be found on the website.

Who can parents contact if they have any concerns?

If parents wish to discuss their child's educational needs or have any concerns they should contact:

- The class teacher
- The SENCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN Mr P Moon.

Storing and managing information

All SEND files are kept securely in a locked cupboard.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Further information can be found in the schools Admissions policy.

This policy is reviewed annually.