



St Catherine's C of E Primary School

Special Educational Needs with Disability (SEND) Policy

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Definition of SEND

There is important legislation which defines what is meant by the term Special Educational Needs and Disability. St Catherine's C of E Primary school aims to work within this legislation, embedding the principles within our Christian ethos and our creative curriculum, to meet the needs of all our pupils.

The new **Special Educational Needs and Disability Code of Practice 0 – 25 years** (2015) states:

*'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 him or her.'* (Page 4, xiii)

The code goes further to define what is meant by a **learning difficulty** or **disability** and states that a child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than others of the same age, or*
- *Has a disability which prevents or hinders him or her from making good use of facilities of a kind that is generally provided for children of a similar age in mainstream schools.* (Page 5, xiv)

The Equality Act (2010) states that a person has a **disability** if they have a:

'physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.' **Long term** is regarded by the Equality Act (2010) as *'lasting or likely to last **at least 12 months**'* Physical impairment may include sensory impairments such as sight or hearing loss. It is also important to note that under the terms of this Act HIV, multiple sclerosis and cancer are automatically treated as a disability, regardless of the effect of the condition on the individual.

Special Educational Provision means educational provision that is **in addition to**, or otherwise **different from**, the educational process made generally for children of their age in schools maintained by the local authority (Section 312 of the Education Act 1996)

Special educational provision relates to provision that is in addition to or different from wave 1 quality first teaching, which all pupils will experience.

There will be occasions where children will experience additional provision without a special educational need, it is important to note that children with English as an Additional Language (EAL) will not be regarded as having a SEN solely on the basis of not speaking the language in which they will be taught.

Section 1 - Introduction:

The SEND policy supports teaching and learning with the aim of: ensuring that all pupils feel well educated; equipped for their future as individuals, within their own families and the wider community, as they progress through primary school and prepare to move on to secondary school.

The Children at St Catherine's C of E Primary School enjoy a balanced and varied curriculum. Our approach takes on board changes to the National Curriculum as of September 2014 and provides children with the opportunity to make concrete links between what they are learning in the classroom with real life experiences.

At St Catherine's we believe in the person centred approach advocated by the new code of practice. In order to access the curriculum, some children may require additional support within a small group or 1:1 situation. The support required will vary depending on the specific needs of each individual pupil. This support may be provided in a short intervention over a set number of weeks or over a much longer period of time.

Aims and objectives

This SEND policy aims to ensure that the school:

- ✓ Offers children with special educational needs the same experiences as their peers and ensures all pupils make progress in reaching their personal potential.
- ✓ Provides an inclusive education, whereby all pupils needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each child.
- ✓ Uses the new SEND code of practice as a framework for early identification of children with SEND through assessment procedures, pupil progress meetings and discussion with colleagues, Co-Head teachers and the Special Educational Needs Co-ordinator (SENCO)
- ✓ Recognises that class teachers have responsibility for meeting the learning needs of all pupils in their care. All teachers are aware of the requirement, in light of the new code, to make reasonable adjustments to best school practice in order to meet the needs of all learners.
- ✓ Recognises the need to differentiate the work in pace, style, challenge and content according to the pupils' age, gender, experience and identified learning need.
- ✓ Adopts a person centred approach by working in partnership with families and pupils to collaborate and share information throughout the plan, do, assess and review cycle.
- ✓ Provides appropriate resources for children with SEND to meet the needs of all pupils with SEND, this includes pupils with cognition and learning difficulties; speech, language and communication difficulties; physical or sensory difficulties; or social , emotional or Mental Health difficulties.
- ✓ Encourages pupils with SEND to take a full and active role within everyday school life through the creation of **One Page Profiles**. The profiles focus on three key areas: what we admire about the child's; what is important to the child, and how the child needs to be supported.

- ✓ Uses the expertise and training of our TAs to full effect in supporting the needs of our pupils.
- ✓ Uses a consistent approach to SEND throughout the school in accordance with this policy.
- ✓ Enables children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

Roles and Responsibilities

Governors

A school governor will have designated responsibility for SEND provision and will liaise with the SENCO and report to the Governing Body. Please see page 9 for Annual Report to Parents.

Head teacher

The Co-Head teachers are responsible for children with SEND, keeping the governing body fully informed and working closely with the SENCO to co-ordinate provision. They deal with Child Protection matters and liaise with social services and other appropriate agencies.

SEND Co-ordinator

The SENCO (Mrs Sarah Brown) is responsible for:

- Maintaining an overview of all children with SEND within the school;
- Offering advice and support to Teaching Assistants and class teachers;
- Meeting with parents to discuss concerns or progress made;
- Holding half termly meetings with the TAs;
- TA appraisal meetings
- Monitoring progress and being involved in consultations with parents as and when appropriate;
- Communicating with outside agencies where necessary and reporting progress or otherwise against set targets to the Co-Head teachers;
- Attending relevant INSET provided by the county- keeping up to date with current educational theory, innovative ideas and to seek advice and solutions to problems;
- Co-ordinating relevant INSET for teaching and learning support staff that promotes increased knowledge and skills;
- Writing a subject leader evaluation to governors on provision of SEND and the current SEND register;
- Attending transition meetings with nursery and secondary schools particularly when pupils need extra support and a programme of sessions is planned for to ease transition;
- Attending regular cluster meetings to update and revise developments in Special Needs Education and Inclusion;

Class Teachers:

Their responsibilities include:

- Sharing concerns about possible SEND at an early stage, with parents and the SENCO;
- Providing appropriately differentiated work to meet the needs of all learners;
- Making reasonable adjustments to planning and resources;
- Keeping parents informed, including notification of involvement in any intervention;
- Identifying possible SEND within their own class;
- Assessing and monitoring attainment and progress for all pupils, highlighting any concerns during pupil progress meetings.
- Time tabling provision to ensure this time is protected;
- Adopting a multi-sensory approach to teaching, which takes into consideration that children learn in different ways;
- Creating a stimulating learning environment in which the children feel safe and able to learn;
- Making effective use of a TA, if one is available, to support the learning of all pupils.
- Providing a longer appointment to parents of children with SEND during parent consultation meetings.

The school's arrangements for SEND and Inclusion In-Service Training

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are supported and encouraged to extend their own professional development. We currently have 1 TA with specialist ELKLAN training to support the provision of speech and language across the school and 2 HLTAs

Teaching Assistants/ LSAs

Their responsibilities include:

- Liaising effectively with class teachers and familiarising themselves with the needs of the pupils they are supporting;
- Aiding in the review process and helping class teacher/SENCO to set and implement new targets;
- Working in co-operation with and under the direction of the class teacher;
- Keeping effective records of pupil progress;
- Informing the class teacher and/or SENCO of any areas of concern that have been identified.
- Attending relevant training to extend areas of expertise.
- Attending half termly meetings with the SENCO

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychology service has changed its referral procedures. First the SENCO needs to facilitate a local meeting for the teacher and parents to meet with our link EP in a 'Clinic' to discuss shared concerns. Our link EP will then provide a report to school to advise on strategies for support. A meeting will be arranged after an agreed period of time to discuss progress. If at this stage there is little progress then a referral can be made for a more formal involvement with the EP service.
- EPs will still be involved in statement conversion meetings, new EHC Plans and changes of school provision.

The SENCO liaises with a number of other outside agencies, for example:

1. Social Services.
2. Education Welfare Service
3. School nurse
4. Speech therapist
5. Specialist advisory teachers
6. Primary Support Base (Behaviour)
7. Specific Learning Difficulties base

Each of these services provide a contact person and liaise regularly with school to support training needs identified through the school development plan.

Documents and Legislation

Key school documents as well as government legislation and statutory guidance have been used to inform and support this policy.

Government legislation and statutory guidance which has informed this policy:

- The Education Act (1996)
- The Equality Act (2010)
- SEND Code of Practice birth to 25 (2014)
- Supporting Pupils at School with Medical Conditions (2014)
- The Children's and Families Act (2014)
- Mental Health and Behaviour in Schools (2014)

School documents which support this policy:

- SEND Information Report (2015-16)
- SEND information leaflet for parents (March 2016)
- School Development Plan (SDP)
- Behaviour policy
- Safeguarding policy
- Teaching and learning policy
- Feedback and marking policy

Section 2: Admission and Monitoring

Admission arrangements

At St Catherine's we fully comply with the admissions policy as advised by Hertfordshire Education Authority. We do not discriminate on the basis of SEND.

Parents are welcome to make an appointment to discuss SEND concerns at any time, or email the SENCO using an address available solely to parents: senco@stcaths.herts.sch.uk

Children starting St Catherine's in Reception

Where there is a known SEND, close liaison will be maintained between the SENCO at the Nursery setting and the SENCO at St Catherine's. If it is felt appropriate, an individual transition programme may be devised, encouraging additional visits and photographs to encourage a smooth transition into reception through preparation. Parents will be invited into school to devise a One Page Profile, detailing the specifics of their child and their needs. Where the child did not have a previous setting, SEND concerns may be raised by the foundation stage staff, or the family. Each concern raised will be treated seriously and the area of concern will be investigated, using person centred approaches, to ensure home and school are working towards agreed joint outcomes. A 4+1 question sheet is used to include the views of the teacher, parent and where appropriate, the child.

Pupils may be observed in the classroom environment to look for patterns in behaviour and to offer advice and support regarding the best ways to support the child.

Children starting St Catherine's at a later stage

Where there is a known SEND, close liaison will be maintained between the SENCOs. If time permits and it is felt appropriate, an individual transition programme may be devised to prepare the child for a different environment and the changes ahead. Parents will be invited in to school to devise a One Page Profile, detailing the specifics of their child and their needs.

SEND concerns may be raised by the class teacher, or the family. Each concern raised will be treated seriously and the area of concern will be investigated, using person centred approaches, to ensure home and school are working towards agreed joint outcomes: A 4+1 question sheet is used to include the views of the teacher, parent and where appropriate, the child.

Pupils may also be observed in the classroom environment to look for patterns in behaviour and to offer advice and support regarding the best ways to support the child.

Assessment, monitoring and reporting for Children with SEND

Assessment

Pupils with SEND will be assessed in the same way as their peers, using the new agreed assessment criteria set by Hertfordshire Education Authority.

Pupils with SEND should still make good progress, like their peers, however they may not achieve in line with their peers. Reasonable adjustments should be made in order to enable children with SEND to access a broad and balanced National Curriculum and enable them to make progress appropriate to the stage they are at in their development. Progress

of children with SEND should be measured in terms of progress made in relation to their starting point. We use the following guidance to assess the progress of our pupils:

- Developmental Matters (Pre EYFS, early development)
- Early Learning Goals (EYFS)
- IAELDs
- P-Scales
- Salford reading and comprehension test
- HfL assessment criteria
- Key Stage 1 and 2 SATs Testing

Monitoring

Pupils with SEND are monitored in the same way as all pupils and their progress is discussed during pupil progress meetings. Children with a possible SEND are monitored while information and evidence is gathered relating to the area of need, if appropriate an outside agency may be involved to carry out more specialised assessments. Progress and outcomes are recorded during pupil progress meetings to show impact. For more information specific to pupils with SEND please see section 3.

Reporting to Parents

Parents of children with SEND will receive an annual written report on the progress and attainment of their child, sent out at the end of the Spring term. In addition to this, termly parent consultation meetings will be held to communicate attainment and progress information to parents, as well as social and emotion information. The SENCO will attend relevant meetings with prior arrangement.

Parents are encouraged to arrange an appointment, if they have a concern they wish to discuss at other times in the school year. Appointments with the SENCO can be made upon request at any time during the school year either by phone, email or in person.

Section 3 - Provision for Children with SEND

Identifying children with SEND

It is the class teacher's primary responsibility to identify a possible SEN within their class. The class teacher will share these concerns with the SENCO and complete a pink concerns form to record the area of concern and which strategies from Wave 1 they have already tried in order to address these needs. Class teachers are also responsible for informing parents of an SEN concern.

The teacher, along with the SENCO, will devise a plan to support the child. If after a given amount of time the child is still not making progress, then more formalised observations and assessments may be carried out to assess whether or not there is an underlying SEN.

The SEN Code of Practice states that:

'The key test of the need for action is evidence that current rates of progress are inadequate'.

'Adequate progress' can be defined in a number of ways:-

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but may be less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self –help social or personal skills
- Demonstrates improvements in the child's behaviour

Pupils will be monitored for possible SEN when concerns are first raised. If after a period of time they are still working below age related expectations, their rate of progress is slower than that of their peers and intervention has not accelerated progress: assessments will be made to identify if the cause is an underlying SEN. All pupils will be involved in developing a personal 'One Page Profile' all about how they learn. The children's families will also be involved in this process and any adjustments to teaching and learning will be recorded on teachers' planning and included within individual One Page Profiles.

Levels of Support

We have adopted the 3 Waves model for supporting all learning.

Wave 1: Equal accesses to quality first teaching for all pupils

Wave 2: Small group intervention for children just behind age related expectations

Wave 3: 1:1 up to 1:3 support for children more significantly behind age related expectations, or pupils requiring more specialised support such as speech and language.

Areas of SEN are divided into 4 broad areas: Cognition and Learning; Communication and Interaction; Physical and Sensory, and Social Emotional and Mental Health (SEMH).

Cognition and Learning

Support maybe provided in a number of ways:

- ✓ Adapting resources.
- ✓ Providing greater accesses to concrete tools to support learning.
- ✓ Peer or adult support.
- ✓ Breaking down tasks into smaller steps.
- ✓ Differentiated work, learning objective, or learning outcome.
- ✓ Taking part in small group or 1:1 intervention.
- ✓ Seeking advice and support from external agencies such as speech and language, educational psychologist, advisory teachers and medical professionals.

Communication and Language

For children with an identified communication and language need, we work closely with Speech and Language Therapy (SaLT) service to provide support. SaLT services have adopted a 3 tier approach and we have a named therapist who visits our school regularly to assist us in delivering high quality speech and language support. This may be through

providing personalised targets and programmes of activities for identified children, training for TA or teachers, meetings with parents and or the SENCO or providing 'surgeries' to discuss speech and language concerns.

SaLT is only accessed by referral which can be made through school, after a whole term of school based intervention if progress is still slow, or families are able to ask for a referral via their GP.

'WellComm' is used within EYFS and Yr 1 to screen and support the speech and language development of our pupils. This resource will support communication and language development at wave 1,2 and 3. It will provide us with a screening tool to identify speech and language concerns at whole class, small group and individual levels as well as proven strategies to help raise attainment.

Advisory teachers from the Communication AutismTeam assist us with supporting other pupils where the SEN concern is focused around communication needs rather than speech and language. This service is only accessible by referral; this can be accessed via the SENCO or parents are able to seek a referral through their GP if the concern relates to an Autistic Spectrum Disorder (ASD). Parents should discuss their concerns with class teachers and the SENCO before making a request to their GP to ensure these concerns are shared and that appropriate provisions are put in place for the child.

Social, Emotional Mental Health (SEMH) Needs

Social, Emotional and Mental Health needs is a new category to the SEND Code of Practice 2015. Behaviour is no longer considered under this umbrella, unless the behaviours exhibited are a symptom of an underlying social, emotional or mental health need. We adopt an inclusive approach at St Catherine's and reinforce positive behaviours through the use of praise and rewards followed by a structured sanctions system to ensure the boundaries for expected behaviour are clear. Class teacher are able to devise their own class reward systems, in some circumstances it may be necessary to seek advice from the Primary Support Base in Andrews Lane, Cheshunt.

We currently have a counsellor working within our school to support pupils with an identified SEMH need; this service is only available by referral and with parental consent. All information shared between the counsellor and the children during these sessions remain confidential, unless to do this would be detrimental to the child. Our counsellor works with children in KS2 (Ages 7-11)

In KS1 (Ages 5-7) some children with an identified SEMH need are supported through play therapy. This service is also only available by referral and with parental consent and again the sensitive information shared is handled confidentially.

Advice and support can be sought from external services to support children with SEMH, the support varies between each service and can range from support for the family, the child, family and child together, the school, or the child and school. For some children a CAF may be necessary, this is a Common Assessment Framework – where multiple agencies work together. Some families may also be referred to CAHMS or HABS for additional support.

We are currently providing Nurture training for one of our support staff, our Nurture group currently runs one afternoon a week, with future plans to offer further sessions or run a parallel nurture group.

Physical or Sensory Needs

For children with physical or sensory needs it may be necessary to have a Health Care Plan in place. This plan is a coordinated plan developed by healthcare professionals. Information about specific needs will be shared with all adults in the school and where appropriate the children to encourage tolerance and understanding. All pupils with SEN will have their own 'One Page Profile' and any physical or sensory needs will be described, along with strategies to overcome any barriers to learning their needs may present.

Some children may require resources to be adapted, such as enlarged text, finger grippers for pencils, coloured overlays, fiddle balls etc., to support their learning in class. Advice may be sought from occupational therapists to find solutions to more personalised situations.

Monitoring SEN Support

In addition to Pupil Progress monitoring systems in place for all pupils, pupils with an identified SEND will receive SEN Support status, they will benefit from experiencing all Wave 1 provision identified within our whole school provision map. Depending on the area and level of need, the child may then receive additional Wave 2 (small group) or Wave 3 (1:1 up to 3:1) intervention for a set period of time.

Children with more complex needs will also have an Individual Provision Map (IPM) to set smart targets for short term progress. The targets will be agreed by the class teacher in conjunction with the SENCO and monitored to ensure progress. There is a section within the IPM which gives parents ideas to support their child at home. IPMs should be set at the beginning of each of term and reviewed at the end of the term.

Education Health and Care Plans (EHCP)

A small number of children may also have an Education, Health and Care (EHC) Plan. This documentation has replaced the 'Statement of Special Educational Needs' Children with an EHC Plan will have a statutory annual review of their plan, where all the professionals involved in supporting the child will come together to discuss progress based on the evidence and to agree new outcomes for the next academic year. In order to apply for an EHC Plan the child must be working significantly below age related expectations or be demonstrating extreme behaviours with increasing frequency. If a child meets the criteria for an EHC Plan, one can be applied for through the school or parents are able to make an application themselves. Applications must be made the education authority where the child resides, for some children this may not Hertfordshire. Once an application for an EHC plan has been received, the final decision to approve the plan is made by the education authority, not the school. An approved EHC Plan then becomes a statutory document.

Parental Involvement and Support

Parents should be informed by the class teacher if there is an SEN concern during parent consultations. There are 3 evenings spread across the year and parents are encouraged to make an appointment to see the class teacher and or SENCO at any time to share any concerns. We operate an open door policy, but ask parents to avoid the beginning of the day when the children are lined up and waiting to come into school.

Concerns will be shared between home and school and advice will be given on ways to support their child at home. Families will be involved in the development of a 'One Page Profile' which will stay with the child throughout their school year, updated regularly. The SENCO is non-class based, which enables families greater choice of appointment times to meet with school staff to discuss concerns and a parent only email service is also provided for parents: senco@stcaths.herts.sch.uk to improve communication between home and school.

We ask all families, as part of our home school agreement, to support reading by listening to their child read at least 3 times a week and to support their child with any homework set by the class teacher. When children are targeted for a specific intervention it is also important that they are in school on time and prepared for the extra lessons if the intervention is to have its desired impact.

Parents are always welcome into school on a voluntary basis to support learning and any interested parties should contact the class teacher or the school office to make arrangements.