

St. John the Evangelist Catholic Academy

Part of the Newman Catholic Collegiate



Policy on Special Educational Needs and Disabilities

<u>Policy Written:</u>	Date: March 2014
<u>To be reviewed:</u>	Date: June 2018

St. John the Evangelist Catholic Academy SEND Policy

At St. John the Evangelist Catholic Academy we aim to enable all children to achieve their full potential and to be included fully in our exciting and stimulating school life.

The school believes that with appropriate provision every child with Special Educational Needs and/or disabilities can be helped to achieve his/her maximum potential

We aim:

- to provide quality first teaching for all pupils;
- to identify pupils with SEND as early as possible and ensure that all their needs are met within a nurturing environment;
- to maximise the opportunities for pupils with SEND to join in with all the activities of the school;
- To ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- To encourage learners to develop confidence and recognise value in their own contributions to their learning giving them high self-esteem;
- To encourage regular and effective communication between parents and academy in the planning, assessing, delivering and reviewing process ;
- To encourage learners to express their views and to be fully involved in their learning;
- To ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate.

Definition of Special Educational Needs: Code of Practice 2014

The SEND Code of Practice 0 -25 years 2014 states that "... 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 or
- has a disability which prevents or hinders him or her 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 learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**

Special education provision means educational provision that is **additional to, or different from, that made generally for others of the same age in a mainstream setting.**

Pupils with SEND sometimes make 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 will not be automatically assumed that a child who is not making expected progress has SEND. The academy will consider other contributory factors and will work with the pupil and parents/carers to address areas of concern.

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In exceptional circumstances a pupil might be identified as having significant social, emotional and mental health needs. Where their behaviour is impeding them from progressing academically, from fully accessing the curriculum provided and from participating fully in whole school life then that pupil may be regarded as having SEND.

The following issues do not constitute SEND, however it is recognised that they might impact on progress and attainment:

- Disability (The SEND Code of Practice 0 -25 years 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute a special educational need);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of the Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of a Serviceman/woman.

The SEND Code of Practice 0 -25 years 2014 defines the four broad areas of need as:

- **Speech, Language and Communication Needs (SLCN)** - this includes speech related issues and Autistic Spectrum Disorder (ASD).
- **Cognition and Learning (C&L)** - this includes specific learning difficulties (SpLD).
- **Social, Emotional and Mental Health Needs (SEMH)**.
- **Sensory and/or Physical Needs** - this includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and physical disability (PD).

Staff who work with pupils with Special Educational Needs and or Disabilities and their parents

All teachers in school teach pupils with special educational needs.

Key responsibilities of the SENCo:

- Overseeing the day to day operation of the SEND policy
- Liaising with and advising teachers
- Co-ordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and voluntary bodies.

The following people have particular responsibilities:

Head Teacher/SENCo Support -Mrs H. Butters Early Years & KS1 Leader/SENCo - Mrs N. Meakin
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Academy Committee Representative - Mrs J. Bailey
HLTA -Mrs. W. Antrobus (Oversees Additional Needs and SEND at KS2)
Class teachers
Teaching Assistants
Lunchtime supervisors and other ancillary staff

Identifying when a Pupil has Special Educational Needs and/or Disabilities:

"Identifying children's support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly."

Support and Aspiration: A new approach to special educational needs and disability

It is important that a pupil's special educational needs are identified as early as possible. The majority of pupils have their needs met through normal classroom arrangements and appropriate differentiation, through quality first teaching. The SENCo, SLT and staff scrutinise whole school data regularly as a means of screening pupils who are not making adequate progress. This allows early intervention to address the pupils' needs.

If a pupil is not making adequate progress the class teacher ensures that appropriate differentiation is in place and begins to collect a range of evidence through the usual assessment and monitoring arrangements. We will always inform parents as soon as we identify that their child has special educational needs.

The progress made by all pupils is regularly monitored and reviewed at the half-termly pupil progress meetings. Where it is decided that action is required to support increased rates of progress, the **Assess, Plan, Do and Review** model as suggested in the SEND Code of Practice 0 -25 years 2014 will be followed.

Assess

An individual assessment of the child 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.

Plan

Additional action to increase the rate of progress will be identified and recorded on a **Pupil Passport**. At this point there may be a review of the impact of the Quality First Teaching already being provided for the child. If required, guidance will be given to the class teacher concerning additional strategies to use to support the child in his/her learning and if any further 'reasonable adjustments' can be made to meet the needs of the child in the classroom.

Do

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/carers and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo .

Parents will be informed that the academy considers their child may require **SEND Support** and their partnership will be sought in order to maximise the child's progress.

Review

This SEND Support will be recorded on a **Pupil Passport** that will identify a clear set of expected outcomes, which will include challenging and relevant academic and/or developmental targets. Progress towards these outcomes will be tracked and reviewed **six** times a year with the parents and the child.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, the child may be considered to have special educational needs and placed on the **SEN Register**.

Managing pupils' needs on the SEN Register

Pupils who require 'additional to and different from' provision are regarded as receiving SEND Support and with parents' consent are placed on the SEND Register. This register is **reviewed six times** a year by the SENCo in discussion with class teachers and the SLT.

Pupil Passport

Triggers for further intervention are those described in the SEND Code of Practice. If the evidence collected by the class teacher suggests that the pupil is not making the expected progress, the class teacher consults with the SENCo in order to decide whether additional provision is necessary.

If a pupil is displaying an area of concern, the SENCo contacts parents and initiates the process of organising additional support to meet their needs. This may involve consultation and advice from outside agencies.

Pupil Passport review meetings occur three times a year - in October, February and May. In accordance with guidance in The SEND Code of Practice 0 -25 years 2014 we seek the views of the child and the parents at these meetings in an effort to put the child and his/her family at the heart of the planning process. 7

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action.

At Pupil Passport review meetings the child's individual targets are considered and outcomes are noted. New targets are set in collaboration with the child and the class teacher will suggest ways in which parents can help their child at home to reach these targets. On occasions advice might be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs who are on the SEN Register. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs and Inclusion Service (SENIS).
- Behaviour Support Service.
- The Specialist Support Centre at Churchfields Primary.
- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- Physical and disability support service.
- Social Services.
- School Nurse.
- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.

For a very small percentage of children, whose needs are significant, complex and enduring, and where 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 Care plan (EHCP)** being provided (previously known as a Statement of Special Educational Needs).

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by parents. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by the appropriate local authority i.e. by the authority in which the child resides. If it is decided that the child's needs are not being met by the support that is ordinarily available the academy and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school/academy named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

St. John the Evangelist Catholic Academy has in place a Provision Map for groups of children who have specific needs that are different from their peers needs. The Mapping provision identifies when and how various strategies will be implemented.

By implementing provision mapping, the academy hopes to ensure that there is a whole-school provision for all vulnerable learners. This would include pupils who are underachieving, pupils with genuinely identifiable SEND, pupils with English as an additional language, pupils with persistent absence, Looked After Pupils etc.

We recognise children with Special Educational Needs at St. John the Evangelist Catholic Academy through referral from

- Schools and Family Special Services
- Education Psychology Service
- Physical Disability Support Service
- Agreed liaison with Health Professionals-Paediatricians, Health Visitors. Speech Therapists

In School:

This is achieved through:

- Foundation 1 and 2 assessments
- Observational assessment
- Portage Assessment
- Summative assessment at the end of Foundation and Keystage 1
- Teacher assessments

- P.I.V.A.T.S
- The P-statements.
- Pupil progress in relation to objectives in the National Curriculum
- Standardised screening/assessment tools-diagnostic tests
- Information passed on from previous schools
- Information from parents
- Information from outside agencies e.g. Speech Therapists

The SENCo with the support of the classteachers will gather together information about pupils and will work with them to decide on any action that needs to be taken.

We support pupils with special educational needs and/or disabilities by:

- Specially prepared learning materials
- The use of appropriate ICT equipment - Interactive Whiteboard access/Nessy programme.
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- The development of signs and symbols to aid communication
- Employing the expertise of outside agencies- S.E.N.S.S./E.P.S.
- Social skills programmes
- The role played by school in social services assessment (Assessment Framework)
- Liaising with outside agencies and incorporating their suggestions in our planning
- Introduction of RWI prog. to support reading by trained T.A.s
- By introducing provision mapping to highlight when and how support will be used.

Record Keeping:

We record all the steps taken to meet pupil's special educational needs. (See Appendix 1) The SENCo, supported by the classteachers and teaching assistants, is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- The child's own views of their needs
- Information from Health/Social Services
- Information from other agencies

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

Transition to the next school:

- Transition meetings are held between the Year 6 class teachers and SENCO at St. Wulstan's and the Head of Year teachers/SENCOs from feeder high schools.
- A programme of visits to the chosen high school is organised for the children before they transfer.
- Additional transition visits can be arranged, in conjunction with the pastoral staff and/or SENCO at the chosen high school, for more vulnerable children.

9

- For pupils transferring to other local schools, the SENCOs of both schools will liaise to discuss the needs of children with SEN in order to ensure a smooth transition.
- The Annual Review in Y5 for pupils with a Statement of Special Educational Needs, or an Education Health Care Plan (EHCP), begins the process where parents are supported to make decisions regarding high school choices.
- Parents will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.
- 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 website. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>

In our academy we:

- Ensure that all staff are aware of individual pupils special needs and how these needs are met through regular staff meetings, Key Stage meetings and informal discussions;
- Inform staff of any special provision required;
- Pass on records as the children progress through the Key Stages;
- Ensure supply staff are aware of a child's individual needs;
- Meet regularly with the parents to discuss concerns/progress;
- Discuss needs of the children on transfer to another school/academy.

The people we work with:

Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our academy we:

- Review Mapping provision with the parents
- Ask parents to support our homework policy
- Hold parent interviews-Autumn/Spring terms
- Produce a written report in the Summer term
- Organise meetings to explain the teaching of reading/maths
- Have an 'open door' ethos towards parents which welcomes and values their views
- Encourage parents to share information about their child
- Distribute information to parents about relevant support groups- Parent Partnership Services and other voluntary organisations

Children/Young People:

It is important to listen to and act upon what children/young people say about their needs and what sort of help they would like. In our academy we:

- Set attainable targets through Assessment for Learning
- Ensure children are aware of these targets and reviewed regularly
- Discuss Mapping provision with the children
- Listen to what the children need through the school council
- Encourage the children to value each other - circle time activities
- Develop group as well as individual work
- Operate SEAL to support emotional and social development
- Incorporate therapeutic play sessions
- Encourage all children to participate in after school activities

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Voluntary Agencies

Voluntary Agencies have an important role to play in meeting the needs of pupils with SEND as they can provide information about particular SEND and can often support parents and schools. In our academy we:

- provide information for contact points e.g. Parent Partnership Project
- Special Needs Network
- Provide initial contact for CaHMS/Young Minds etc support groups e.g. behaviour strategy.

Working in partnership with parents

Under the proposed legislation there will be a requirement on local authorities to publish a SEND Local Offer, which will set out a range of additional services and provision across education, health, social care, and across the public, voluntary and independent sectors. This will detail information about what is available to support families both with and without an EHC Plan. The SENCo will help parents of pupils with SEND to identify appropriate provision that may be available through the Local Offer. They may also signpost parents to the Parent Partnership Service who may offer specific advice, guidance and support, where requested. The Local Offer will be published on the school's website. (INSERT WEB ADDRESS)

LA Support Services:

We have a range of Support Services in Staffordshire that we can call upon to give us advice, support and training on SEND. In our school we access information from;

- **The Schools and Family Special Services**
- Behaviour Support Service
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments
- Early Years teachers
- Dyslexia Centre
- Autism Outreach Team.

Other Academies:

St. John the Evangelist Catholic Academy is a member of the Newman Catholic Collegiate, a group of nine schools. We work together in order to:

- Secure successful transition between Key Stage 1 and 2 and 2 and 3
- Encourage links with the St. Margaret Ward Academy by providing work experience opportunities
- Plan collaborative training events
- Share good practice through network meetings

Links with the Local Community:

We believe that the academy has an important part to play within the local community. We are involved in:

- Visits to the library;
- Newcastle Borough Council and Aspire through the academy's Garden Club;
- Local churches
- Providing work for art displays within the community
- Liaising with other agencies as part of the extended schools' initiative
- Inform parent/carers of training opportunities offered through Extended Schools

Parent Partnership Services:

Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. In our academy we:

- Inform parents of the role Parent Partnership Services have
- Distribute information published by Parent Partnership Services
- Display information on the parents notice board
- Information can be obtained on **0115 948 2888** (CHECK NUMBER)

The Health Service and Social Service:

Pupils with SEND may have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together. In our academy we:

- Work with designated Health and Social Services Officers for SEND to seek advice on pupils' needs
- Review meetings with appropriate professionals and parents are held to discuss pupils' needs and progress
- Ensure that we implement the advice of Health professionals
- Implement Fitness sessions
- Support Speech Therapists' work by providing time for pupils to complete exercises
- Hold Healthy Eating awareness events

Dyslexia (Cognition and Learning) Policy:

St. John the Evangelist Catholic Academy, as part of our special needs provision, endeavour to ensure the identification, assessment and intervention for pupils with Dyslexia (cognition and learning) takes a high priority.

Admission to our Academy:

We will never refuse to admit a child to our academy simply because s/he has special educational needs and/ or disability. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all applicants for admission."
(Code of Practice)

Our Academy Access Plan:

We have a duty to draw up a plan that describes how we intend to improve access to learning in our academy for pupils who have SEND. This plan is reviewed and updated every three years.

In our academy we will:

- Improve access to the physical environment
- Improve access to the curriculum
- Improve how we provide information in a range of formats for disabled pupils

Our Access Plan describes how we intend to do this and is available for inspection. If you would like a copy of our Access Plan please contact the Principal.

Equality Act 2010:

The Equality and Disability Act requires schools/academies to promote equality of opportunity for all its community. The document is kept in the Principal's office and is available for inspection.

How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in the academy. This will depend on the range of special educational needs pupils have that we need to provide for. All academy based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs and Disabilities.

This training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practise
- Visits to/links with other schools/academies
- Training arranged through the Collegiate
- Non-contact time
- Attendance at externally provided training events
- Participation in accredited training opportunities-SENCO induction programme
- Specific training for staff e.g. Manual handling /Behaviour management/SEND conference/Health and Safety

How provision for special educational needs is funded:

The Age Weighted Pupil Unit (AWPU) is the sum of money provided to school for every pupil on roll. Some of this money goes towards providing for children with special educational needs as well as for all other pupils. The AWPU covers costs associated with:

- The employment of the SENCo;
- Providing an appropriate differentiated curriculum for pupils;
- Teaching Assistants

In addition school receives allocations of funds from the LA to be used specifically to provide for pupils with SEN. This is used to provide;

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 -25 years 2014
- The Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England primary/secondary framework document 2014

- Safeguarding Policy
- Accessibility Plan 2014 -17
- Teachers Standards 2012

This policy was created by the school's SENCo in liaison with the SLT, the SEND Link Governor, all staff and parents of pupils with SEND. This policy has been ratified by the Academy Committee.

Contact details

SENCo: Mrs N. Meakin (National Award for SEN - NASENCo)

Please contact the School Office on 01782 296736 to arrange an appointment, or drop-in during school hours. Alternatively email office@stjohnskidsgrove.org.uk and title your email FAO Mrs Meakin SENCo.

SEND Link Governor: Mrs H Butters