

# Sacred Heart Catholic Primary School



## Special Educational Needs and Disabilities (SEND) Policy February 2017

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Agreed by:	C Mason
Signature of Chair of Governors / Committee:	K Gaskell
Senior Leadership Team Reviewer	Angela Hart (school SENCo)
Review Cycle:	Annual
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## Mission Statement

*To live as a Christian family inspired by the values of Jesus.*

*To celebrate and develop every child's full potential through a rich and enjoyable learning environment.*

*To promote and encourage an effective partnership between home, school, parish and community.*

### RATIONALE

*This policy explains how Sacred Heart Catholic Primary School makes provision for provision for pupils with SEND, in line with the school ethos and with current legislative requirements.*

Sacred Heart Catholic Primary school is a mainstream primary school with an onsite nursery.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

### AIMS

At Sacred Heart, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour 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 identified in the new Code of Practice(September 2014).

- Communication and interaction (Asperger's syndrome and autism and language disorders)
- Cognition and learning (moderate, severe and specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia and global development delay)
- Social emotional and mental health difficulties (depression, ADHD, ADD, attachment disorders, emotional difficulties)
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENDCo - Mrs Angela Hart). You can also read our school SEN information report on the school's website.

### OBJECTIVES

- ✓ To identify and provide for children who have special educational needs and additional needs
- ✓ To work within the guidance provided in the SEND Code of Practice 2014
- ✓ To operate a "each and every child within a whole school" approach to the management and provision of support for special educational needs

- ✓ To provide a Special Educational and Disability Needs Co-ordinator (SENDCo) who will work within the SEND Policy
- ✓ To provide support and advice for all staff working with special educational needs pupils

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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 post 16 institutions.
- In our school, we would also include complex needs.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

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 includes children and young people who may have long or short term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

## IDENTIFICATION AND ASSESSMENT OF SEND

**The school's SEN information report (Local offer) is outlined on the school's website: <http://www.sacredheart.wigan.sch.uk/>**

The class teacher is responsible for supporting all children through:

- High quality differentiated teaching
- Regular classroom assessment
- Working with the special educational needs coordinator (SENDCo) to assess SEN where progress continues to be less than expected or lack of progress is made on an individual basis.

Pupils making “less than expected progress” are identified by asking:

- Is the child’s progress significantly slower than that of their peers starting from the same baseline?
- Does the child’s current progress fail to match or better the child’s previous rate of progress?
- Is the attainment gap between the child and their peers closing?
- Is the attainment gap widening?

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEN. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as Early Help may be appropriate.

#### **FIRST RESPONSE: HIGH QUALITY DIFFERENTIATED TEACHING**

- Targeted at a child’s areas of weakness through differentiation and/or adapting classroom practice to suit the child’s needs.
- Teacher may also instigate a short-term intervention to enable the pupil to “catch up”.
- The provision for these children will be outlined on the class provision map.
- High quality differentiated teaching continues to be the main route for all children to achieve through all steps of the process.

#### **INITIAL CONCERNS CHECKLIST: BEGINS THE PROCESS**

- If differentiation in the classroom has not improved outcomes for the child, further action needs to take place.
- At this stage the class teacher will fill in the school’s Initial Concerns Checklist. This will start to document the action’s started by school.
- If concerns continue, this document must be shared with the child’s parents and they must be given the opportunity to voice their feelings and concerns if they have any. At this stage, it is vitally important that the parents are included in the process and kept involved.
- Parents can also start an initial concerns checklist being recorded. If a parent has an SEN concern about their child and they speak to the class teacher or the SENDCo, the teacher/ SENDCo will complete the form to document the concern and the actions to take place.

#### **NEXT STEP: GRADUATED RESPONSE CHECKLIST**

- School will continue to document the child’s progress and the actions taken to improve the outcomes for the child through interventions, small group and 1:1 work with the teacher or a TA.
- This form is a continuation of the initial concerns check list. Discussions with parents will be documented as well as parental involvement continues to be vital.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by High Quality Teaching or some parental support. Otherwise, the child is placed at SEN support on our SEN register.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS (SEN support) on the SEN register in school.
- discuss assessments that have been completed.
- agree a plan and provision for the next term.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Section 6:16 of the Code adds:

While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take 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 pupils in making good progress and securing good outcomes. This is known as the graduated approach.

The four stages are:

- **Assess:** carry out a clear analysis of the pupil's needs
- **Plan:** decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- **Do:** the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- **Review:** evaluate the impact and quality of the support and interventions and listen to the views of the pupil and parents

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, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

At this point, the recommendations and further actions will have been recommended by any specialists involved. The class teacher will use the report as an action plan which they will annotate as they implement the actions or targets. They will share and discuss the report(s) with other staff involved with the child. The class teacher will discuss the progress being made with the recommended actions and targets with parents at parent review days. Parents can make appointments in between these meetings, at a convenient time, to discuss any concerns issues, if necessary.

## **MOVING TO AN EHCP (EDUCATION HEALTH CARE PLAN)**

If a child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **GOVERNORS**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Sam Carr.

## **COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.