

# St Clare's Catholic Primary School

'We welcome everyone into our community in order to live, love and learn together in the light and example of Christ.'

## Special Educational Needs and Disability Policy



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

# Special Educational Need and Disability Policy

## Mission Statement

***‘We welcome everyone into our community in order to live, love and learn together in the light and example of Christ.’***

### Introduction

At St Clare’s we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

### Principles and Procedures

Definition of Special Educational Needs and Disability (Code of Practice: 0 to 25 September 2014):

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Special Needs Code of Practice was introduced as part of the 1993 Education Act and was updated in January 2001. The new code of practice came into place on 1 September 2014.

Definition of Disability:

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 children with a disability and young people with SEN. Where a young person with a disability requires special educational provision they will also be covered by the SEN definition.

### Equal Opportunities

All pupils are worthy of equality of opportunity and are entitled to a broad, balanced and relevant curriculum, appropriate to their individual needs, talents and personal qualities, as stated in the 2010 Equality Act.

### Admission Arrangements

The school's published Admissions Policy, based on the agreed Diocesan guidelines, states clearly that St Clare's Catholic Primary School will always give priority to Roman Catholic children. At no time will such children be refused admission on the grounds that they have special educational needs. The school actively supports inclusion. The Governing Body welcomes applications from parents of children with special needs of any kind. The staff will liaise with parents and previous settings to ensure that St Clare's can fully meet the child's needs and can prepare appropriately.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance of the codes of Practice which accompany with SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

If a child is transferring into the school with an EHCP, or has been receiving extra support from CRISP funding at their previous school, the continuation of this support will be negotiated with the appropriate Principle Officer to ensure that their needs can be met.

Parents of a child with SEN needs (without an EHCP), who wish to apply for a place at St Clare's will have their application considered by the Governing Body with equal opportunity under the Admissions criteria.

### Disability & Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### What we do to prevent pupils with disabilities from being treated less favourably:

We have a culture of tolerance, understanding and believe in celebrating diversity. We ensure that staff have a thorough understanding of the children they teach and that all needs are met appropriately. We are able to meet the needs of those with many physical needs through adaptations to lessons.

We currently meet the needs of children within our school through:, alternative coloured resources, typing, accessible toilets, a complex care room, and reasonable adjustments have been made to accommodate wheelchair access.

Our Accessibility Plan, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities.

### The Four Areas of SEN

The determining factor for a child or young person being identified as having SEN must be educational issues. Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment. In Birmingham, this is provided by the Early Help Team. The definition of SEN set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The Code of Practice narrows this spectrum into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions: The four primary areas of special educational need are:

#### Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

## Cognition and learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia.

## Social, emotional and mental health

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

## Sensory and/or Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's SEN Register.

The following needs are not, in themselves, indicators of a child or young person having SEN. Some children may, however, have SEN in addition to these needs: poor attendance, specific medical issues, minor /short term difficulties, looked after children, family based issues, English as an additional language (EAL).

## Objectives

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met;
- To ensure that children with special educational needs and disabilities join in with all the activities of the school;
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To ensure the fullest possible access to a broad and balanced curriculum for all pupils, regardless of their special needs, so they can discover their abilities and talents;
- To seek to discover and maximise the potential of each child through use of whatever support can be made available. This strategy will help anticipate problems which may arise through the frustration felt by an individual whose ability is over or underestimated;

- To ensure that all children make continuous emotional and social development appropriate to their chronological age rather than their specific abilities;
- To improve teaching methods, classroom management and access to the curriculum;
- To identify, assess and provide support for children with SEN at the earliest opportunity;
- To promote effective partnership and involve outside agencies when appropriate.
- To foster a whole-school awareness of the equal worth of each individual regardless of his/her specific needs;
- To ensure that each pupil has a positive sense of his/her own self-worth;
- To ensure that pupils with special needs are fully integrated into all aspects of school life; and
- To ensure that staff are skilled and supported in educating pupils with a range of special needs.

## Roles and Responsibilities

### Governing Body

A member of the Governing body, Miss V Middleton, takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body must do its best to ensure that the necessary provision is made for any pupils who has SEN: Alongside the Head teacher they:

- Determine the school's general policy and approach to provision for children with SEN;
- Establish appropriate staffing and funding arrangements;
- Are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed;
- Ensure the SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- Ensure that the quality of SEN provision is continually monitored
- Nominate and provide Special Needs Representatives to liaise with the SENDCo and the Head teacher.

### The Head Teacher

The Head Teacher has overall responsibility for the Code of Practice. In conjunction with the Governing Body, the Head teacher will determine the appropriate staffing and funding arrangements, advise and inform the Governing Body of SEND issues, appoint a SEND Co-ordinator and ensure the school meets its SEND responsibilities. The Head teacher is also responsible for requesting statutory assessment/EHC Plans.

## The Special Educational Needs and Disability Co-ordinator (SENDCo)

The named SEND Co-ordinator for the school is Anita Kavanagh.

The revised Code of Practice makes it clear that the SENDCo plays a pivotal role in co-ordinating effective educational provision for children with special educational needs.

The responsibilities of the SENDCo include:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising colleagues and offering support and good practice;
- Advising and working with Teaching Assistants;
- Overseeing the records of all SEND pupils and maintain a register;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies, including educational support services, medical and social services voluntary organisations and psychological services involved with children with SEN;
- Maintain resource materials to support SEND provision;
- Keeping the Head teacher informed on issues concerning pupils with learning difficulties;
- Termly multi-agency meetings
- Develop links with SEND Governing Body representative;
- Monitoring the progress of children with SEND and report findings to the Head teacher and Governing body;
- Negotiate and agree a budget for SEND with the Head teacher
- Ensuring early identification of vulnerable and under achieving groups;
- Monitoring and evaluating SEND provision management within the school.

The SENDCo has the following specialisms:

- Post Graduate Certificate in SEN Co-ordination – awarded by the University of Birmingham. This is a National Award for SEN Co-ordination;
- AET (Autism Education Trust) Level 3 certification
- Taken part in a Dyslexic specialist program for Pupil and School Support.

## The Class Teacher

- The class teachers have the responsibility of informing the SENCO about a child with learning difficulties beyond those which can be addressed within quality first teaching. Quality first teaching is that which is adapted and personalised to meet

the individual needs of the majority of children and young people. This is the first step in responding to pupils who have or may have SEND, as outlined in the 2014 Code of Practice.

- Where a pupil is identified as having SEND, the class teacher will take action to remove barriers to learning and put effective special educational provision in place.
- To consult with parents about concerns.
- To write an Individual Target Plan (ITP).
- To carry out plans from all ITP targets.
- To plan and monitor work in conjunction with the SENCO which may also be carried out by Support Staff.

The responsibilities of support staff are:

- To implement work set by the SENCO or class teacher and ensure the child is following the targets on their ITP and keep appropriate records of provision
- The School Staff has a corporate responsibility for children with special educational needs. Teachers have a specific duty to adapt the curriculum to meet the entitlements of children with special educational needs, as stated in the 2012 Teachers Standards. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with special educational needs.

### Identification

At St. Clare's children are identified as having SEN through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected levels?
- School based assessment
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis.

The school currently follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction
- Cognition and learning

- Social, mental and emotional health
- Sensory and/or physical
- Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate targeted support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### Social, emotional and mental health difficulties.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO.

There are pupils who need interventions additional to or different from those provided through quality first teaching and intervention groups.

Our procedures are designed to offer a graduated approach to special needs in line with the SEN code of practice (2014) including the following stages:

#### Teacher Action:

An informal stage where class teachers in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. (These will be noted by the class teacher on the school's Teacher Action referral form):

This review will:

- identify a concern about a pupil's progress
- gather available information about the pupil
- discuss strategies for providing appropriate work for the pupil with the SENDCo
- seek to discuss concerns with the pupil's parents/carers and review progress.

Following a period of additional provision (at least half a term) the Teacher Action is reviewed.

If the review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through the formal stage of SEN Support.

#### SEN Support

In identifying a child as needing 'SEN Support' the class or subject teachers, working with the SENDCo and parents, 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 the 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. We will take seriously any concerns raised by a parent. These will be recorded and compared to our own assessment and information on how the pupil is developing.

The class teacher remains responsible for working with the pupil on a daily basis and for planning and delivering targets from an ITP in conjunction with the Teaching Assistants.

The class teacher discusses the ITP with the pupil and parent once a term (ITP Reviews) and provides interventions that are additional to or different from those provided as part of the normal differentiated work of the class.

The class teacher forwards the ITP's to the SENDCo for approval before sharing with the pupil and parents.

Reviews of SEN pupils' progress should be held once a term, but can be more frequent if necessary. The review will discuss the outcomes of the ITP and decide whether the pupil has:

- Made sufficient progress to be removed from the SEN Register;
- Maintained sufficient progress to remain on a similar programme.
- Made insufficient progress and needs a change of resources, teaching style or may require more support.
- Made insufficient progress and needs outside professionals to liaise with school to help inform the progress of the individual. Parental permission is needed for children to be assessed individually by outside agencies.
- Decide upon new targets for the next Pupil Profile.

This support follows a graduated approach as outlined in the SEN Code of Practice 2014 'Assess, Plan, Do, Review'. We will move students from the 'SEN Support' category if insufficient progress is made.

Provision plan and EHC Plans (from September 2014)

The next step will be to liaise with parents, pupils, staff and outside agencies to create a 'Provision Plan'. When reviewing this next stage it may be necessary to draw up an application for an 'Education and Health Care Plan' and to identify through the CRISP profile whether additional funding is required. For further information see the 'School SEN Offer' on our school website.

### The Allocation of Resources

The Head teacher, with the Governing Body, maintains an overview of resources (human and teaching materials) designed to specifically meet the SEN of children. They decide upon the amount of money to be allocated to SEN each year.

Funding is provided through the main school SEN notional budget and CRISP Profiles of children who meet LA criteria for Special Educational Needs.

Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding guided by Birmingham local authority.

Funding may be used to provide teaching assistant support and teaching materials/programmes

Teaching assistants are deployed appropriately across the school based on the level of need within each cohort.

Many of the SEND resources can be found in a central location and are for the use of all members of staff providing interventions.

Pupils and support staff can use low arousal, quiet environments, within the school, to work individually or in small groups.

The annual budget for Special Educational Needs resources is spent at the discretion of the SENDCo and the Head teacher in consultation with staff. This SEND budget is also used to provide:

- Training for all teachers and assistants so that they can meet children's needs more effectively;
- Appropriate books and equipment (including ICT);
- Funding is also provided for the involvement of outside agencies.
- CPD/Inset for staff as required within the school. NB. Extra consideration regarding access arrangements in assessments and exams will be given to pupils based on their individual needs in line with requirements from DFE.

### External Agencies

Close links are maintained with the LA and voluntary support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychology Service, Pupil and School Support, Speech and Language Therapy, Communication and Autism Team, Wilson Stuart Outreach (Physical Disabilities), and the school nurse. Any or all of these agencies may be involved in the provision, delivery or review of individual targets in order to ensure children's attainment is raised.

### Transition

We encourage all new children to visit the school prior to starting when they will meet their class teacher, peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.

We liaise closely with staff when receiving and transferring children to different classes or schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If a child has complex needs then a review meeting will be used as a transition meeting during which we will invite staff from both schools to attend. Pupils with EHC Plans, when considering change of placement may need extra meetings with staff and relevant agencies.

### Parental Involvement

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the pupil profile. The school will also update parents/carers with relevant information. Annually the schools will review their own SEND report with parental consultation.

11 December 2019.

Date of next review December 2021