



SEN POLICY

**St Edward's Catholic
Academy**

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Prepared by:	A Cashmore
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This Version No.	2

SPECIAL EDUCATIONAL NEEDS POLICY

At St. Edward's Catholic Academy we believe that every individual is unique and made in God's own image. We accept the trust parents and carers have placed in putting their children into our care, as a privilege. Therefore everything we do at the academy is aimed at developing each child to his or her full spiritual, academic and social potential. (St Edward's Mission Statement)

This Special Educational Needs Policy reflects our Mission Statement and is a statement of how we at St Edward's Catholic Academy ensure provision is made for children with Special Educational Needs.

In striving to meet the needs of each individual child we recognise that our children have differing needs and abilities and may at some stage in their school life require special educational provision to achieve their full potential and to ensure the greatest possible access to a broad and balanced education, including the maximum possible access to the National Curriculum.

We acknowledge that a child has Special Educational Needs if at some time they have a significantly greater difficulty in learning than their peers. We also recognise children whose emotional, physical or medical conditions may affect their potential for learning.

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

Information

The named person who is responsible for managing the provision for SEN at St. Edward's Catholic Academy (SENCO) is Mrs Ann Cashmore.

Mrs Cashmore is the Year 5 class teacher and is also a member of the Senior Leadership Team. Mrs Cashmore has co-ordinated Special Needs at St Edward's for the past 8 years and has a wide range of experience. She has also completed the SEN Co-ordinators National Award.

Mrs Cashmore can be contacted through the Academy Office on 01283 216721 or via email at sen@stedwardscatholicacademy.co.uk

The named Governor for SEN is Mrs E Boyle who can be contacted through the academy on the above number and email.

The content of this policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the Board of Directors and will be reviewed regularly.

An annual SEN Information Report will be shared with parents, carers and the Board of Directors and published on the academy's website.

Every teacher is a teacher of every child or young person including those with SEN. As such St Edward's adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the academy are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Definition of Special Educational Needs and Disabilities

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

Has significantly greater difficulty in learning than the majority of children of the same age.

Or

Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, mental and Emotional Health (This includes children who may be withdrawn, isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory, physical difficulties).

Behavioural difficulties do not necessarily mean that a child should automatically lead to being registered as having SEN. The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of Serviceman/woman

Identification of pupils' needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Children are supported through a series of interventions as identified on our Provision Mapping. Clear individual education plans, assertive mentoring targets and care plans are put in place as and when necessary and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Key assessments (1/2 termly) ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed with the children and evaluated to inform the next steps.

A Graduated Approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored through a range of intervention programmes i.e. Springboard, Lexia, Early Literacy Support etc.
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the academy.
4. Staff will consult the SENCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the academy.
8. The child is recorded by the academy as being monitored due to concern by a parent or teacher but this does not automatically place the child on the academy's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
9. Parents' evenings and meetings with parents as and when required, are used to monitor and assess the progress being made by the children.

SEN Support

Where it is determined that a pupil does have SEN, it will be discussed with parents and the children will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the academy ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. A child's needs are also identified through classroom Provision Mapping.

ASSESS

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate.
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review.
- All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

DO

- The class teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- Additional support and assessment of a pupil's needs will be provided by the SENCO. The SENCO will seek advice from external agencies if appropriate.

REVIEW

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- Child's views and where necessary the parents views will be taken into account. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

GRIP Funding (Graduated Response for Individual Pupil)

Additional funding in the form of GRIP funding may be applied for from the Local Authority for a period of 12 months, if the child with SEN has a significantly greater difficulty in learning than the majority of children of the same age.

Referral for an Education, Health and Care Plan

If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers / SENCO
- Parents
- Social Care
- Educational Psychologist / Clinical Psychologist (if appropriate)
- Behaviour Support Service
- Health Professionals – CAMHS, School Health, Paediatricians
- Other outside agencies

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the **SEND Local Offer**:

www.derbyshire.gov.uk/SEND

Education, Health and Care Plans (EHC)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The academy, child's parents and other professionals who support the child will be involved in developing and producing the plan.

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

3. 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 EHC Plan will also 'move' with the child. The annual review (Child Centred 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 / amending objectives.

What is the Local Offer?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; www.derbyshire.gov.uk/SEND.

Inclusion of all pupils with SEN

The Headteacher and SENCO oversee the academy's policy for inclusion and are responsible for ensuring that it is implemented effectively through the academy. The academy curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The academy will seek advice, about individual children, with external agencies when appropriate. The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Links with Support Services

The academy has a strong working relationship and links with external support services in order to fully support our pupils with SEN and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our academy.

Support Services include;

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services / Multi Agency Teams

Working in Partnership with Parents/Carers

St Edward's Catholic Academy believes that a close working partnership with parents/carers is vital to ensure that;

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mrs Cashmore (SENCO) can be made through the academy office.

Supporting Pupils and Families

- Mrs Cashmore is responsible for ensuring our children with SEN can access KS2 SATs and other assessments that take place during the school year.
- When moving to a new year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from St Edward's or transfers to Secondary School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.
- More information is available through the LA local Offer at www.derbyshire.gov.uk/SEND.

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up.

Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014, the academy policy is on the website.

Accessibility

The layout of the academy facilitates easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the grounds and building. However, access to the hall area from outside requires additional improvement.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

Evaluating Success

This policy will be kept under review. The Directors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback Improved behaviour of the children, where this is appropriate

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