

# St. John Bosco RC Primary School



## Special Educational Needs and Disabilities Policy

# Special Educational Needs and Disabilities Policy

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## Special Educational Needs and Disabilities Policy

### ▪ INTRODUCTION

*This Policy was reviewed and updated in line with the revised Code of Practice (2014)*

At St. John Bosco RC Primary School, we recognise that each child is unique and each pupil has the right to be regarded as having equal value and worth. We endeavour to ensure that children receive an inspiring, enriching, engaging curriculum, as well as strong and supportive pastoral care.

We aim to support our children in becoming well rounded and responsible citizens of the future and we are committed to meeting the needs of all pupils. We aim to achieve the highest possible standards and strive to ensure each child fulfils their potential, irrespective of ability.

At St. John Bosco RC Primary School, we aim to provide a broad and balanced creative curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Teachers follow Quality First Teaching as outlined in our Teaching and Learning Policy. Some children have barriers to learning that mean they have special needs and require particular action by the school.

### ▪ DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them (1997 Education Act).

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- Are under the age of five years and fall within the definition of the above categories or are likely to later, if special educational provision is not made for the child.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. It is important to note that pupils whose first language is not English are not recognised by the legislation as having learning difficulties unless they have problems over and above that of their familiarity with English.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provisions. However, not all children defined as disabled will require this provision. A child with sensory impairment or long term health

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conditions such as allergies, asthma or diabetes for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### ▪ AIMS AND OBJECTIVES

- To create an environment that meets the special educational needs of each child.
- To support all pupils to develop their full potential irrespective of ability, race, gender or background and to give every one access to the whole curriculum.
- To provide a clear identification path for pupils with special educational needs and disabilities.
- To develop a clear, graduated approach to supporting pupils with additional educational needs.
- To involve parents/carers in a partnership of support.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To ensure all pupils are included in every aspect of school life.
- To promote effective partnerships working both within school and with external agencies.
- To take into account the views, wishes, aspirations and feelings of pupils (according to age and ability).

### 1. IDENTIFICATION, ASSESSMENT AND PROVISION

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is the solution to improving long term outcomes for pupils.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and differentiated quality first teaching is a priority for all pupils including those with SEND. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, the class teacher and SENDO will use any prior information to:

- Provide starting points for the development of an appropriate personalised curriculum.
- Identify and focus attention on supporting the child within the class and the wider school day.
- Use assessment processes to identify learning difficulties, disabilities and support needs.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Ensure that there is a programme of assess, plan, do and review.

A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the pupils will be discussed with the SENDCO in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support in order to make good

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progress and achieve the desired outcomes. PIVAT assessments may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Profile and/or the National Curriculum will be used to assess pupils.

### **2. CATEGORIES OF SPECIAL EDUCATIONAL NEEDS**

Pupils identified in school as having SEND will be registered on the school's SEND register under one of four broad areas of needs as defined in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Mental Health
- Sensory and/or Physical Difficulties

### **3. A GRADUATED APPROACH**

Where a pupil is identified as having SEND, school takes action to remove all possible barriers to learning and put effective special educational provision in place. This provision is revisited through the assess, plan, do and review cycle. This is to ensure children are making good progress and that the provision is meeting their needs.

Children who are identified as having SEND will be supported appropriately with school making provision to meet children's needs. Additionally school will also request advice and support from external agencies to support in planning provision for children. Professionals from external agencies who have given advice to support children will be invited to monitor and review progress. Parents will be kept informed of proposed support and the involvement of outside agencies.

If children have a high level of need and are not making adequate progress though support provided from school and external agency advice, school may apply for an Education and Health Care Plan. An application may be made to the Local Authority for a statutory assessment, with the Authority deciding on the most suitable provision to meet the child's needs. This will follow multi agency meetings where the needs of the child and provision to meet these needs are agreed. This will be reviewed annually.

Provision is made to ensure transition between Key Stages and year groups are as smooth as possible. Information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current class teacher. Children will spend time in their new classrooms to familiarise themselves with the class layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions are as easy as possible.

If a child moves to another school their needs will be discussed with the SENDCO from the new school and a meeting will be arranged with the SENDCO from both schools and the child's parents. All documentation will be passed on to the new school as soon as possible. Transition visits will be arranged between the schools so children can familiarise themselves with their new environment.

The SENDCO from Secondary provisions are invited to attend Year 6 annual reviews and additional visits are organised for pupils to attend their new schools. All relevant documentation

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will be transferred to the SENDCO of receiving Secondary schools in the Summer Term, prior to the child's admission.

### 4. ROLES AND RESPONSIBILITIES

As a school community, we share the responsibility for addressing the needs of the children with SEN. The Governing Body, the Headteacher, SENDCO, class teachers, teaching assistants and parents all have important roles to play.

#### *Governing Body will:*

- Ensure that provision is made for pupils with SEND;
- Ensure that teachers are aware of the importance of identifying and providing for children with SEND;
- Have regard for the Code of Practice in respect of their duties towards pupils with SEND ensuring that pupils receive all necessary support;
- Ensure that SEND pupils take part with other pupils in all school activities in so far as this is reasonably practical;
- Ensure all children, including SEND pupils receive a broad and balanced curriculum;
- Ensure that a climate is created in school, which is inclusive of children with SEND and where the quality of education offered to all is of a high standard;
- Appoint a SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs;
- Provide support to the SENDCO and Headteacher.

#### *The Headteacher will:*

- Be responsible for the day to day management of all aspects of the school, including the support for children with SEND;
- Determine, organise and implement the curriculum of the school, including that for pupils with SEND;
- Deploy staff as necessary, giving responsibility to the SENDCO and class teachers, but still ensuring that every child's needs are met;
- Liaise closely with the SENDCO;
- Keep the Governing Body fully informed about the provision for children with special educational needs;
- Ensure all SEND funding is allocated and spent appropriately to meet the needs of the children;
- Ensure that the legal requirements of current legislation are met within the school;
- Keep the Governing Body well informed about SEND within the school;
- Ensure the SENDCO receives training and induction in their roles.

#### *The SENDCO will:*

- Oversee the successful implementation of school policy for SEND, ensuring that provision is made for all pupils;
- Implement procedures for the evaluation and monitoring of the policy and SEND Information Report annually;
- Advise on graduated approach;
- Coordinate provision for children with SEND;
- Ensure that appropriate support plans are in place;

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- Liaise with other staff, primary and secondary colleagues, parents and outside agencies on matters regarding SEND policy and practice.
- Be a key point of contact with external agencies;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Provide advice, guidance and support for all staff on such matters as identification, monitoring, recording and assessment of SEND, and provision of suitable resources;
- Be familiar with the SEND Code of Practice and other SEND information; provide staff with updated information on issues relating to SEND. This may include organising or attending INSET and providing staff development opportunities regarding SEND;
- Write referrals to outside agencies for additional support;
- Hold annual reviews for those pupils at SEND Support and Support Plus and those pupils with Educational Health Care Plans;
- Report regularly to the governing body;
- Liaise with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensure that the school keeps the records of all children with SEND up to date

### *Class Teachers will:*

- Be fully aware and implement the school's procedures for identifying, assessing and making provisions for pupils with special educational needs;
- Write and review Support Plans every term, sharing and reviewing with parents;
- Monitor progress and be responsible for identifying, planning and delivering any additional help a child may need;
- Ensure that the curriculum and taught lessons cater for the needs of all children including those with special needs and disabilities (i.e. through differentiated activities);
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the support plan;
- Clearly identify the role of the teaching assistants;
- Continuously assess pupil progress and identify the next steps in learning;
- Develop effective relationships with parents and keep them informed of pupil progress;
- Take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil;
- Assisting the SENDCO in the writing of referrals to outside agencies for additional support

### *Teaching Assistant will:*

- Provide relevant support to identified pupils;
- Develop positive working relationships with parents and professionals;
- Assist with the recording, monitoring and evaluation of pupils' progress;
- Assist with the identification and effective provision of appropriate resources;
- Undertake appropriate INSET;
- Work alongside the SENDCO and teaching staff in the preparation of Support Plans and reports for review meetings.

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### 5. SEND FILES

Each class has an SEND file which is accessible to all working in that class and those responsible for monitoring, i.e. SENDCO, Headteacher.

#### *The SEND File includes:*

- A list of children at each stage of the SEND graduated approach;
- A section for each child which includes support plans, PIVATS and documentation from other professionals.

The files are kept in locked cabinets.

### 6. EARLY YEARS

#### **SEND Support:**

When early years education practitioners who work, on a day-to-day basis with children identify that a child has SEND then:

- Together with the SENDCO interventions that are additional to or different from those provided as part of the usual curriculum entitlement, are provided to meet the child's needs.
- A Support plan will be devised.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home. SENDCO will monitor planning, future interventions and review action.

#### **SEND Support Plus:**

- If the child is not making progress and advice from an outside agency is required the child will progress to what school deems to be SEND Support Plus.
- Any advice and strategies given will be implemented, including any alternative interventions that are additional or different.
- A meeting will take place with the class teacher, parents, SENDCO and other agencies involved. A joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home.
- Further monitoring will occur.
- Termly review meetings will take place with the SENDCO, class teacher and all professionals working with the child.
- Decision reached at Assessment Planning meeting that an application will be made to the Local Authority for an Educational, Health and Care Plan (EHCP)
- Class teacher and SENDCO will prepare advice from multi-agency involvement with parental and child information and a referral to the LA will be initiated.

### 7. KEY STAGE1 AND KEY STAGE 2

#### **SEN Support:**

- When a class teacher identifies that a child has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

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- The class teacher remains responsible for working with the child on a daily basis and for the planning and delivery of an individualised programme of work.
- An outcome based Support Plan will be drawn-up.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home.
- SENDCO will monitor planning, future interventions and review action.

### **SEND Support Plus:**

- If the child is not making progress and advice from an outside agency is required the child will progress to what school deems to be SEND Support Plus.
- Advice is implemented and targets set, monitored and reviewed on a new support plan.
- SENDCO will supervise assessment, future planning and interventions, monitoring and reviewing action taken in discussion with all concerned.
- In addition to the SENDCO and external specialists, the Headteacher, Deputy Headteacher, English and Maths subject leads may be involved to offer support and advice in the delivery of an individualised programme of work (alternative learning strategies, resources, specific targets etc.).
- Termly review meetings will take place with the SENDCO, class teacher and all professionals working with the child.
- Decision reached at Assessment Planning meeting that an application will be made to the Local Authority for an Educational, Health and Care Plan (EHCP)
- Class teacher and SENDCO will prepare advice from multi-agency involvement with parental and child information and a referral to the LA will be initiated.

## **8. EDUCATIONAL HEALTH AND CARE PLAN:**

### *The SENDCO will:*

- Respond to all communication (parents, LA, agencies).
- Negotiate with support services where required.
- Meet and support parents with all necessary arrangements.
- Arrange annual review meeting and forward subsequent documentation to the Local Authority.

### **Endeavour to include 'Pupil Voice' by:**

- listening to the views of the child
- involving the child in understanding their difficulties and what is needed to overcome them
- encouraging the child to make choices about targets on their Support Plan and other elements of the SEND process, facilitated by an adult.
- Support child in attending the meeting where appropriate

## **9. THE USE OF OUTSIDE AGENCIES**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets/outcomes will set out strategies for supporting the child's progress. The delivery of the interventions continues to be the responsibility of the class teacher.

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*Outside agencies may become involved if the child:*

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Poses a danger to the child's/other child's safety because of their behaviour.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers

### **10. SCHOOL REQUEST FOR EDUCATION, HEALTH AND CARE PLANS**

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

- The evidence will include:
- Previous evaluated and costed support plans.
- Records of reviews and outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment expectations in key areas
- Education and other assessments, for example from an advisory specialist.
- Educational Psychologist assessment.
- Views of the parents and child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be invited and informed of the outcome of the review.

### **11. EDUCATIONAL INCLUSION**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school.

### **12. MEDICAL INFORMATION**

The school database is updated as and when information comes into school. Any major changes are passed onto the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the class SEN file. However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be

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considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

### **13. PARTNERSHIP WITH PARENTS**

All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have termly meetings to share the progress of special needs children with their parents.

We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have access to the SENDCO and can make appointments to see her when necessary.

### **14. STAFF TRAINING**

Continuous Professional Development opportunities (CPD) will be made available to staff.

- Courses/training linked to the school's action plan (SIP) and relevant targets.
- Courses/training linked to an area of need identified by a teacher or through the Performance Management process. If a member of staff attends the training they will be responsible for providing a summary and evaluation of the course to the SENDCO in order to share learning and expertise developed.

### **15. EQUAL OPPORTUNITIES**

At St. John Bosco RC Primary School we do not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have access to:

- a broad, balanced, differentiated and relevant creative curriculum.
- resources and displays.
- school routines and procedures.

### **16. BUILDING ADAPTATIONS AND SPECIAL FACILITIES**

St. John Bosco RC Primary School has disabled access for wheelchair users via ramps and lifts. The school has two wide disabled toilets for pupil/adult use.

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### 17. COMPLAINTS

Any parent can contact the Headteacher, SENDCO or class teacher to arrange an appointment should a problem arise. If a problem remains unresolved, a parent may take it further by following the procedures outlined in the school's Complaints Policy as detailed on the school website.

Signed: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_