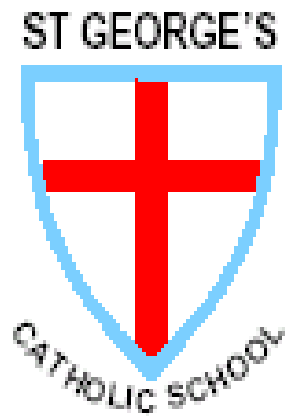


Special Educational Needs and Disability (SEND) Policy



Head Teacher: Mr P Hanratty

Special Educational Needs and Disability

Co-ordinator (SENCo): Mrs M Bullock

SEND Governor: Mrs C Farmer

This policy complies with the statutory advice laid out in the
SEND Code of Practice 0-25 (January 2015)

Due regard has been given to the Equalities Act 2010

Other linked Policies include the Accessibility Plan, Safeguarding
Policy, Medical Conditions Policy.

Updated: January 2017



St. George's Catholic School

Special Educational Needs and Disability (SEND) Policy.

This policy has been revised and up-dated in line with the SEND Code of Practice 0-25 years September, 2014.

Special Educational Needs

Definitions of Special Educational Needs (SEN) from Section 20 of the Children and Families Act 2014.

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age, or a young person has a learning difficulty or disability if he or she-
 - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders them 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 child or young person does not have a learning difficulty solely because the language (or form of language) in which he or she, is or will be taught, is different from the language (or form of language) which is, or has been spoken at home.

The government has reformed the way in which provision and support is made for children and young people with Special Educational Needs and /or disabilities in England. New legislation (The Child and Families Act 2014) came into force 1st September, 2014 and with it a new SEND Code of Practice.

More details about the reforms and the SEND Code of Practice can be found on the Department of Education website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education and Health Care (EHC) Plan.

As part of the Government reforms to Special Educational Needs, each local authority has been required to publish a resource describing the services they offer which are designed to support children and young people with SEND and their families. This resource is known as the 'SEND Local Offer'. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community organisations.

The Somerset SEND Local Offer can be found on:

<https://somerset.local-offer.org/>

Our school has produced SEND information for parents and carers which is available on the school website under 'SEND', or a paper copy can be collected from either the information rack in the school entrance or from the school office. The information is an outline of the School SEND Policy.

School Ethos

At St. George's Catholic School the aim is to *'help all our children to develop harmoniously their physical, moral and intellectual qualities', to 'grow in mind, body and spirit'.*

Vatican II

St. George's is an inclusive school where we work to help all our children to develop respect for themselves, their achievements and a respect and understanding of others. We use our best endeavours to remove barriers to learning and participation, and to make equality of opportunity a reality for all in our community.

We strive to offer children high quality teaching, access to a broad and balanced curriculum based in a Catholic Christian setting and to prepare our pupils for entry into the wider world.

1. Aims and objectives:

At St. George's School we recognise that 'every Teacher is a Teacher of SEND', so as a whole school staff we aim to,

- Value all our children equally and help them to 'grow in mind, body and spirit', so they can develop and reach their full potential.
- Give all children access to a broad balanced curriculum.
- Actively seek and use our best endeavours to remove barriers to learning, activity and participation.
- Identify any children who may have special needs as early as possible.

- Regularly assess and monitor children's progress, so that appropriate support can be given at the earliest opportunity.
- Have a consistent whole-school approach to the identification and provision for children with special needs.
- Work in partnership with parents/carers.
- Listen to the concerns and views of children and young people themselves.
- To work in co-operation and partnership with outside agencies and professionals, to provide the best support we can for our most vulnerable children.
- Comply with the 2014 Code of Practice.

To do this, staff members,

- **Seek to identify the needs of pupils with SEND as early as possible.**
In preparation for entry into school, information is gathered from parents/carers, pre-school settings, education and healthcare services and this means some children will start school already with identified SEND. For children without previously identified needs, when a member of staff has concerns about a child, they will discuss these as soon as possible with the SENCo. Together the class teacher and SENCo will review the child's progress, and plan any intervention needed. Children may then be monitored or with parental permission, further investigations carried out to determine any SEN, or a referral to other professionals made.
- **Monitor the progress of all children regularly** to aid the identification of pupils with SEN, to ensure all are moving on in their learning and help children achieve their best.
- **Make appropriate provision to overcome barriers to learning and participation, and ensure pupils with SEND have access to a broad balanced curriculum.** This includes identifying and making adaptations or changes to the school environment to make access easier for children with disabilities and making adjustments when needed, to enable access to PE and school trips etc. Class teachers with the support of the SENCo, plan, assess and review individual targets and advice given for children with SEND. Provision is monitored regularly and adjustments made, to meet children's needs.
- **Work with parents /carers** to gain a better understanding of their child and involve them in all stages of their child's education. This will include keeping parents involved and informed about the SEND provision and support given to their child.

- **Work in co-operation and partnership with a range of outside agencies when required** to deliver and provide specialised support for individual children. These agencies may include Somerset Learning Support Services, the Integrated Therapy Service including Speech and Language Therapists and Occupational Therapists, and the Child and Adolescent Mental Health Services (CAMHS).
- **Create a school environment where pupils can contribute to their own learning** by providing regular opportunities for them to give their opinions and share their views. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school. Wider opportunities are also encouraged through participation in different aspects of school life (e.g. Lunch Bunch, assemblies, sports teams, lunchtime and after school clubs).

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr Peter Hanratty (Head Teacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Marjorie Bullock (SENCo). She has the following specialist SEND qualifications;

Post Graduate Certificate - 'Supporting SEN Children in Main Stream Schools'

Post Graduate Diploma - 'Complex Specific Learning Difficulties'.

- The SEND School Governor is Mrs Catherine Farmer.

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records including the SEND Register, individual provision and planning meetings.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND. Where appropriate, children with identified needs will be supported in their entry to school, through School Entry Planning Meetings, with parents/ carers, key staff from settings and support agencies. Individual transition planning arrangements will be made, if necessary.

5. Special Educational Needs and Disability.

At St. George's Catholic School we strive to support all our children and recognise that as individuals, they each have differing needs and for some, this may include Special Educational Needs or Disability.

The SEND Code of Practice 0 to 25 describes four broad categories of need. The children we support may have needs in any of these areas, or in more than one. The categories are;

Communication and Interaction

This includes young people with speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.

Cognition and learning

This category covers children who may learn at a slower pace than their peers, even with appropriate differentiation and therefore have learning difficulties. Learning difficulties can be of differing degrees ranging from moderate learning difficulties (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD). This category also includes pupils with Specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

Children with these difficulties may become withdrawn or isolated, as well as display challenging or disturbing behaviour. The behaviours may come from underlying mental health difficulties including anxiety or depression, or disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

This category includes children who may have a disability such as a visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disability (PD).

Here at St. George's School, we have many children who have a language other than English as their first language or who have English as an additional language (EAL). This can sometimes make learning in school a little slower for such children, but having EAL does not in itself mean that children have a learning difficulty. Some EAL children however, will also have some Special Educational Needs.

6. A Graduated Approach to identifying SEN.

At St. George's School we acknowledge that quality first teaching is essential for all children. Teachers strive to plan and deliver high quality lessons. They set appropriate learning objectives, and use a wide range of teaching strategies and approaches to enable children to move on in their learning. Class teachers adapt and differentiate tasks and activities to meet individual children's needs, and continually monitor the development and progress of all children. By tracking progress and monitoring children's responses to learning, the class teacher is able to identify children who may be experiencing difficulty, or who make less than expected progress. This means progress which:

- is significantly slower than that of their peers starting from 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

The first response of a teacher to any pupil showing any difficulty is to adjust provision, and /or specifically target quality teaching to address the child's area of weakness.

To monitor progress,

1. Each term class teachers review and discuss the attainment and progress of all children with the School Assessment Co-ordinator and the SENCo at Pupil Progress Meetings (PPM's).
2. At the beginning of each term the SENCo and class teachers have SEND Support Meetings. In these meetings targets for children already recognised as having SEN are set and reviewed, and provision evaluated.
3. If a teacher is concerned about the progress of an individual child, a discussion will take place at PPM's, at SEND Meetings or at other times with the SENCo. Assessments and information already gathered will be discussed. Additional strategies, approaches or interventions may be suggested and noted, so that the child's response to input can be monitored. In PPM's the strategies suggested will be recorded as action points to be reviewed at the next PPM.
4. When extra input or help has been given but a child's progress or attainment remains below the level expected, the SENCo may carry out a range of investigations to gain a fuller picture of a child's needs. This may lead to further targeted input or the conclusion that the pupil has SEN and requires help that is over and above what is normally available in that year group or class.

5. Through the range of actions already outlined, it can be determined if a child does have SEN and what additional support they need, along with the level of provision they need to be given.

6. At St. George's School we work in partnership with parents/carers. At every stage parents will be fully informed about their child's progress and attainment and of any concerns that staff may have as well as the additional help pupils may be receiving. Parents/ carers are encouraged to share information, queries or concerns they may have with the school through either discussion with class teachers or the SENCo.

7. A pupil is monitored if a concern is raised by a parent or teacher but this does not automatically mean that the pupil will be on the school's SEND register. Concerns are discussed with parents/carers and recorded by the school as an aid to further progression and for future reference.

How we keep parents informed about their child's progress

- In September parents are invited to a 'Meet the Teacher' session at the end of the school day to make contact with the new class teacher and to receive general information about their child's new class.
- In the autumn term a Report card is sent home to inform parents/carers how each child has settled and give an indication of their attitude and response to learning.
- Formal Parents Evenings are held in the autumn and spring term for parents/carers to discuss children's progress with class teachers. At each of these meetings parents/carers also have the opportunity to have an appointment with the SENCo.
- An annual report is sent home at the end of each school year and parents are invited to make an appointment with staff to discuss it, should they feel it is needed.
- For children on the SEND Register, SEN plans showing reviews of previous targets and containing new targets are sent home each term. Children and their parents, as well as school staff all contribute to these.
- Meetings with the SENCo and other professionals from Support Services or outside agencies are arranged when needed, to discuss or assess a child's needs, identify strategies to support them and to review progress.

7. SEND Support:

When it is recognised that a pupil does have SEND, their name will be added to the SEND register, but only with full knowledge and permission of the child's parents. The aim of formally identifying a pupil with SEND is so that as a school we can ensure the most effective provision and support is made for the child. To make and monitor provision the four-part process outlined below is used:

- **Assess:**
- **Plan**
- **Do**
- **Review:**

This on-going cycle enables the provision for the child to be revised at regular intervals, and helps to identify interventions that are most effective in achieving good progress for that child.

At St. George's School children designated as having SEND are given termly Individual learning Plans which have up to three targets on them. IL plans are sent home for both parents and pupils to sign. Targets are reviewed each term by the SENCo with class teachers and new targets set, based on the outcomes of assessments and/or previous interventions. Face to face opportunities for parents/carers to review targets and plans with the SENCo and teachers form part of the appointments at Parents Evenings.

In Somerset schools, a small number of SEND children are recognised as having 'High Needs' and this can lead to the school being given a small amount of additional funding, to help support them in school. Children are designated as having 'High Needs' only after their needs and the provision made for them, has been shown to meet a strict set of criteria, in a SEND audit.

8. Referral for an Education, Health and Care Plan:

If a pupil has what are considered lifelong, significant difficulties and specialist provision may need to be considered for them, then it may be appropriate for them to undergo a Statutory Assessment Process. An application for a Statutory Assessment can be requested by a parent or the school. This will occur where the complexity of need around the pupil is such that a multi-agency approach to fully assessing those needs, to planning provision and identifying resources is required.

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

<https://somerset.local-offer.org/>

Or by contacting an Education, Health and Care Plan Coordinator on:

01823 355847

Or the Parent Partnership Service on:

01823 355578

9. Supporting children with medical conditions.

- Some of our pupils at St. George's have medical conditions that require us to make special arrangements or take extra care of them. To do this the parents meet with school staff and a Medical Care Plan is drawn up. The plan will outline the child's needs, the steps needed to be taken for their day to day care, for enabling full access to trips etc. and for any emergency situation. Plans are reviewed with parents annually, or more frequently if the child's situation changes.
- Copies of Medical care plans are available in each classroom and all relevant staff working with the child are aware of the procedures that need to be followed.
- Not all children with Medical Care Plans will be recognised as having SEND but some children may be disabled and in this case the school will comply with its duties under the Equality Act of 2010.
- Some children with medical needs may also have SEND and together these needs will be met in line with the SEND Code of Practice 2014.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, St. George's School encourages, gathers and reviews feedback from staff, parents and pupils.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice 2014 and information about children is shared with parents.

Parents/ carers have regular, planned opportunities to meet with class teachers and the SENCo. On a day to day basis, brief exchanges of important information can be made with class teachers at the beginning and end of each day, but parents are encouraged to make an appointment if any longer discussion is required. The school SENCo works part-time and will always try to be available to meet parents, but making an appointment may be best.

Appointments can also be made to meet Mr Hanratty, the Head Teacher, or a member of the Senior Leadership Team (SLT) should they be requested.

An SEND Report is collated and published on an annual basis in accordance with section 69 of the Children and Families Act 2014. The SENCo collates information about the effectiveness of school SEND provision and policy and writes the report in consultation with the Head Teacher and the SEND Governor.

12. In- service training (CPD)

At St. George's Catholic School, the staff access relevant training in relation to SEND issues and to help support the children they teach with SEND.

13. Working in partnerships with parents

At St. George's School we recognise that parents/carers know their children best and so we will do all we can to build close working relationships with parents to enable,

1. Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
2. Continuing social and academic progress of children with SEND to enable personal success.
3. The best long-term outcomes for the children can be achieved.

14. Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an Annual Review. Transition planning with the child's secondary school takes place in the final term of Year 6.

15. Links with other schools

Our school is a member of the Taunton Learning Partnership (TLP) and through it and other links, the staff of St. George's work in collaboration with a variety of schools to share training sessions and also meet to moderate children's work across the schools.

16. Links to other policies

In writing this policy, due regard has been given to the Equalities Act 2010. This policy should be read in conjunction with the school's Accessibility Plan, Safeguarding Policy and Medical Conditions Policy.

Reviewed in January 2017 by

Marjorie Bullock (SENCo)

Peter Hanratty Head teacher

Catherine Farmer SEND Governor

