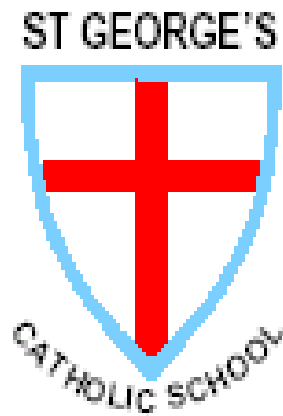


# **Special Educational Needs and Disability (SEND) Policy**



**Head Teacher:** Mr M Braund

**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 (September 2014 and last updated in January 2015)

Due regard has been given to the Equality Act 2010

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

**Updated: November 2020**



## **St. George's Catholic School**

### **Special Educational Needs and Disability (SEND) Policy.**

#### **1. Legislation and guidance**

In 2014 the Child and Families Act came into force and with it the SEND Code of Practice 0-25. This policy details St. George's Catholic School's approach to supporting children with Special Educational Needs and Disability in line with these statutory documents.

The Children's and Families Act 2014 Part 3 gives the follow definitions of:

##### **a) Special educational needs:**

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.

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.  
(Section 20)

##### **b) Special needs provision:**

'Special educational provision' is provision that is additional to, or different from, that which would normally be provided for children or young people of the same age in a mainstream setting. (Section 21)

The SEN Code of Practice 0-25 can be found on the Department of Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Each local authority is required to publish a resource detailing the services on offer 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 within the local area.

The Somerset SEND Local Offer can be found on:

[Somerset's Local Offer](#)

Our school SEND Information Report is a statutory document and is available on the school website. This report is updated annually in the autumn term. The report contains information for parents and carers, outlining our approach and the provision made for children with SEND at St. George's.

## **2. School Ethos**

At St. George's Catholic School our aim is to

*'help all our children to develop harmoniously their physical, moral and intellectual qualities',*

*to 'grow in mind, body and spirit'*

St. George's Catholic School is an inclusive school, where all children are valued and supported to achieve their full potential, to develop respect for themselves, for their achievements and a respect and understanding of others. We strive to use our best endeavours to remove barriers to learning and participation for all our pupils, and to make equality of opportunity a reality for all in our community.

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

At St. George's Catholic School, we recognise that **'every Teacher is a Teacher of children with SEN and disabilities'** and that supporting children with SEND is a whole school responsibility requiring a whole school approach. Therefore, as a whole school staff we aim to,

- Value all our pupils equally and strive to help each to 'grow in mind, body and spirit', so all can develop and reach their full potential.
- Provide all learners with high quality teaching, through use of a range of teaching strategies, approaches and differentiation.
- Give all children access to a broad balanced curriculum.
- Actively seek and use our best endeavours to remove barriers to learning, activity and participation.
- Have high expectations and aspirations for all our learners.

- Regularly assess and monitor children's progress, so as soon as any child is seen to not to be making, or continuing to make expected progress, this can be addressed.
- Identify any pupil who may have special needs as early as possible, and provide appropriate targeted support for them, at the earliest time.
- Have a consistent whole-school approach to the identification and provision for children with special needs, which includes staff being aware of and using Somerset SEND Core Standards.
- To employ a graduated approach to meeting the needs of pupils with SEND using the 'Assess, plan, do and review' process.
- Work in close partnership with parents/carers, involving them in decisions made about provision for their child.
- Listen to the views and concerns of children and young people themselves and encourage their participation.
- To work in co-operation and partnership with outside agencies and professionals, to provide timely and appropriate support to secure the best outcomes we can for our most vulnerable children.
- Make efficient and effective use of school resources.
- Comply with the 2015 Code of Practice.

### **3.Roles and responsibilities for SEND**

#### **Head Teacher**

- Mr Mark Braund, our Head teacher, is responsible for overseeing the provision for all learners at St. George's Catholic School, including those with SEND.
- Mr Braund works with the SENCo and the Governing Body to determine the strategic development of the SEN policy, and to monitor the progress and provision for children with SEN or a disability in the school.

#### **SENCo**

Our school Special Educational Needs Co-ordinator (SENCo) is Mrs Marjorie Bullock. Her role is to co-ordinate all aspects of the day to day provision of education for all pupils with SEND, including those with EHC plans.

The SENCo is a qualified teacher with a number of years teaching experience and specialist qualifications including;

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

Post Graduate Diploma - 'Complex Specific Learning Difficulties'.

The SENCo's role includes;

- Working with the Headteacher, to determine and monitor the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN or a disability, including those who have EHC plans.
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working closely with parents to support and meet the needs of children with SEN or a disability.
- To be the point of contact for external agencies, especially the local authority and its support services
- Liaising with both pre-school settings and secondary schools to ensure pupils and their parents are informed about their options and make plans to enable a smooth transition between education phases
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain and keep up to date the records of all pupils with SEND.

### **SEND Governor**

- The SEND School Governor is Mrs Catherine Farmer.

Her role is to;

- Help to raise awareness of SEND issues at governing body meetings.
- Visit the school regularly to meet with the SENCo about SEND provision and update the governing board on this.
- Work with the head teacher and SENCo to develop and monitor the SEND policy and provision in the school.

### **Class Teachers**

Are responsible for

- The progress and development of every pupil in their class.
- Providing additional help at the earliest opportunity for any child who may be experiencing any difficulty.
- Working closely with any teaching assistants to plan for and support children with SEND and to assess the impact of interventions.

- Working with the SENCO to review each pupil's progress and development and decide on any targets and/or changes to provision
- To follow this SEND policy.

#### **4. Admission arrangements**

St. George's Catholic School is a voluntary aided school. The admission arrangements and criteria for all pupils are in accordance with national legislation, including the Equality Act 2010 and these apply to children with any level of SEND. Our admissions policy can be found on the school website and are available from the school office.

Children with identified special needs or a disability are 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 are made where necessary for other children.

#### **5. Special Educational Needs and Disability-categories of need.**

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 special educational need. Children with SEN or Disability may have needs in any of these areas, or in more than one. The categories are:

##### **Communication and Interaction**

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

##### **Cognition and learning**

Some children 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 (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD).

Sometimes learning difficulties can be within very specific areas, these are Specific Learning Difficulties (SpLD) and include 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 (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or an 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 English as an additional language (EAL). This can sometimes make learning in English within 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, may also have some Special Educational Needs.

### 6. Identification and assessment of Special Educational Needs.

At St. George's School we acknowledge that high quality teaching is an essential and the right of all children. To this end, teachers strive to plan and deliver high quality lessons and use a wide range of teaching strategies and approaches to enable pupils to learn.

Teachers continually monitor children's responses to daily tasks and activities, and in so doing they identify those who may be experiencing some difficulty. Staff respond quickly to correct misunderstandings and give support with areas of weakness etc. as part of normal classroom provision. This may include some small group or a little 1:1 time, differentiated activity or adaptations to enable pupils to keep up with and show their learning.

At the end of blocks of learning and also at the end of each term, teachers assess the progress and attainment of pupils against expected outcomes/standards and identify those who are making less than expected progress. Making less than expected progress, is 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 difficulty is to adjust provision and/or to specifically target teaching to address the child's area of weakness. However, if difficulties continue, then consideration of whether the child has a special need, may be required.

At termly Pupil Progress Meetings (PPM's) class teachers, the assessment co-ordinator and/or the Head teacher and the SENCo discuss children who are not making expected progress. Assessments and information already gathered is considered and further strategies or specific interventions may be suggested to check a pupils' response. Discussions will be held with parents by the class

teacher and the SENCo, and permission sought to carry out investigations to explore more fully the child's strengths and difficulties to help clarify if the pupil has a special need.

In some cases, it may be necessary at this stage, to refer a pupil to an outside agency or to a health care professional to have their strengths and needs more clearly identified. This will always be through discussion with parents or carers, and may require parents to complete an Early Help Assessment.

If a child is identified as having SEND then an individual Support Plan will be agreed with parents. The child's name added to the SEND register. If it is not clear from investigations the pupil has a special need, they will continue to be monitored for a while, by the class teacher.

## **7. A graduated approach: SEND Support**

When a pupil is recognised as having SEND, specific support and interventions will be given or strategies used to address the child's identified needs, with the aim of improving progress and securing good outcomes. The support provided will be **different from** or **additional to** that which is normally available as part of high quality teaching and general differentiation.

The four-part cycle below, will be followed to ensure that any actions taken and targets set for a child are revisited, refined and revised through a growing understanding of their needs and of an awareness of what works for them.

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

As an outcome of the 'Assess, Plan, Do and Review' cycle, interventions etc. may be changed or outside agency involvement of different kinds may be sought as part of a stepped or '**graduated**' response. The level and type of support provided for any child will be in line with Somerset SEND Core Standards.

At St. George's School children designated as having SEND are given termly Individual Learning Plans which have up to three specific 'smart' targets on them. Targets will be based on the child's needs identified by assessment, observation, previous outcomes and also based on advice given by an outside agency. Parents will be consulted and also the pupil themselves, if they are able to do so. ILP's are sent home for parents and pupils to sign. Targets are reviewed each term by the SENCo with class teachers and new targets agreed, based on the outcomes of assessments and/or previous interventions. Face to face opportunities for parents/carers to contribute to and review targets and plans with the SENCo and teachers form part of the appointments at Parents Evenings. Children's views are also sought.



## Exit criteria

If as a result of the use of the graduated approach and well-targeted intervention, a pupil makes good progress in their areas of need and/or their attainment comes in-line with what is expected, then in discussion with parents, it will be agreed that they no longer require SEN support. The child's name will be removed from the SEN register and their needs will then be met by general classroom provision.

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

If it becomes clear that a child's needs appear to be complex or long-term or the pupil is not making the progress expected despite the school having provided specific intervention and appropriate action, or they require 'more help than would normally be provided in a main stream setting', then it may be appropriate to seek a Statutory Assessment. An application for a Statutory Assessment and request for an Education Health Care Plan can be made by a parent or the school. A request for assessment usually needs to be made after the completion of a SEND Review.

A statutory assessment involves a full and comprehensive investigation into all of a pupils' needs and is carried out by a range of professionals from both education and health. Information and views from parents are gathered and the child's opinion is sought. The findings and recommendations for provision from this, then form the resulting Education Health Care Plan. In Somerset, as part of this process a banding level is also agreed which indicates a category of funding. EHCP's are required to be reviewed at least every 12 months. This is usually done in the educational setting or school.

Further information about EHC Plans can found on

[somersetchoices.org.uk](http://somersetchoices.org.uk)

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

**01823 355847**

Or Somerset SENDIAS (SEN information, advice and support) on:

## **9. Supporting children with medical conditions.**

- Some of our pupils at St. George's have medical conditions that require us to make special arrangements for them, or to take some extra care. To do this, Medical Care Plans are compiled with parents, detailing the child's needs and the type and level of support required for their day to day care. Plans outline how access to trips etc. will be made and what action

will be required in 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.
- Some children requiring very close care or regular monitoring of their medical conditions, have medical care plans issued directly by clinicians. Some children may access specific medical needs funding.
- Children with medical needs will not automatically be recognised as having SEND, but some may have a disability. 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 SEND provision**

In order to make consistent and continuous progress in relation to SEND provision the Head teacher, governors and SENCo regularly track and review the progress and effectiveness of provision for pupils with SEND. We also work together with local authority SEND advisory staff to assess and monitor our provision by the use of SEND Audit tools. St. George's Catholic School also encourages, gathers and reviews provision in the light of feedback from parents, pupils and from staff.

Individual pupil progress against targets which are set, is monitored on at least a termly basis, in line with the SEND Code of Practice 2014. Parents are invited to be involved and are kept regularly informed of SEN provision.

Parents/ carers have regular, planned opportunities to meet with class teachers and the SENCo at termly parents' evenings and at other pre-arranged times. 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 encourages and welcomes parents' involvement in their children's education and provision. The SENCo works part-time and will always try to be available to meet parents, however, making an appointment will ensure she can be free to meet.

Mr Braund, Headteacher is available for discussion with parents should that be required. Please make an appointment if possible.

A SEN Report is updated annually. The SEND Policy reviewed and updated, every two years.

### **11. 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.

### **12. 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 them 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.

### **13. Transition**

Where a student has an EHC plan there is a legal requirement to provide an Annual Review. A number of children at SEN Support, whose needs are considered to be complex, or who receive High Needs Funding and are waiting to be considered for an EHCP will also have an annual review of their needs.

Transition planning will take place for Y6 children with recognised SEN or disabilities towards the end of Y6. Additional visits will be arranged and a transition programme followed, as needed.

### **14. Links with other schools**

Our school works in close collaboration with a small group of Taunton-based schools, as well as Catholic Schools in Somerset, via the Dunstan Partnership. We are also part of the Bishop Fox's Pyramid and our SENCo meets at least once each term with our designated Educational Psychologist, Learning Support/Virtual School advisory teacher and Autism Communication Advisory teacher. Through these and other links, the staff of St. George's work in collaboration with a variety of schools to share training sessions, share expertise and good practice, and meet to moderate children's work.

### **15. 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 and updated in November 2020 by

Marjorie Bullock (SENCo)

