

Catholic Primary Schools of The Waveney Valley

Mission Statement – At St. Edmund's and St. Benet's we hold Christ at the centre and recognise Him in everyone as we journey together teaching and learning, challenging each other to be all that we can be.

Special Educational Needs and Disability (SEND) Policy

1 Introduction

- 1.1 Our schools provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning that may require a particular action or reasonable adjustments to be made by the school. This provision may be called Special Educational Needs and/or Disabilities known as SEND.
- 1.2 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 all curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.
- 1.3 Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning assessment for children with SEND takes account of the type and extent of the challenges, which may be temporary or long term, that are experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
 - To create an environment that meets the Special Educational Needs of each child
 - To ensure that the Special Education Needs of children are identified, assessed and provided for
 - To make clear the expectations of all partners in the process
 - To identify the roles and responsibilities of staff in providing for children's Special Educational Needs
 - To enable all children to have full access to all elements of the school curriculum
 - To ensure that parents are able to play their part in supporting their child's education
 - To ensure that our children have a voice in this process

3 Inclusion

- 3.1 In our schools 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 our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
 - Have different educational needs and aspirations

- Require different strategies for learning
- May require support in maintaining appropriate behaviour
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

3.2 Teachers respond to children's needs by:

- Providing support for children who need extra help
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in all aspects of learning
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4 Provision for children with Special Educational Needs and/or Disability

4.1 Children with Special Educational Needs have learning or behavioural difficulties that call for special provision to be made for them. All children may have Special Needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- They are under school age and fall within the definitions above

4.2 Some of the children who join our schools have already attended an early education setting. Children may join us with their needs already assessed. All our children are assessed when they join our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will make provision which is different from or additional to the provision made as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon their additional information. The Special Educational Needs Co-ordinator (SENDCO) will become involved if the teacher and parents/carers feel that the child would benefit from further support. The class teacher is initially responsible for monitoring and making the initial provision for the child. The SENDCO may then take the lead in further assessments of the child's needs when requested to do so.

4.4 We will record the strategies used to support the child within a Pupil Profile which outlines the areas strengths and weaknesses of the child and also includes targets in the form of Steps to Success. The Steps to Success will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the target to be reviewed. In most cases, this review will take place at least termly.

4.5 If the Pupil Profile review identifies that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, children will be seen in school by external support services. This may lead to additional or different

strategies being employed at an enhanced level. The new strategies within the Pupil Profile will, wherever possible, be implemented in the child's normal classroom setting.

- 4.6 If the child continues to demonstrate significant cause for concern, a request for the implementation of an Education, Health and Care Plan will be made to the Local Authority. A range of written evidence about the child will support the request.
- 4.7 In our schools the SENDCO:
- Manages the day-to-day operation of the policy
 - Co-ordinates the provision for and manages the responses to children's needs
 - Support and advises colleagues
 - Oversees the records of all children with Special Educational Needs
 - Liaises with parents when required to do so
 - Acts as a link with external agencies and other support agencies
 - Monitors and evaluates the special education needs provision and reports to the governing body
 - Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
 - Contributes to the professional development of all staff
- 4.8 • The SENDCO is responsible for making sure that everyone likely to teach a child with an EHCP is aware of the recommendations

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors report annually to parents on the success of the school's policy for children with SEND.
- 5.3 The governing body has identified a governor with specific oversight of the schools' provision for pupils with SEND
- 5.4 The governor with responsibility for SEND ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENDCo is responsible for resourcing special needs provision with the schools, including the provision for children with EHCPs.
- 6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The Headteacher and the SENDCo meet to agree on how to use funds directly related to EHCPs.

7 Assessment

- 7.1 Early identification of any needs is vital, The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCo assess and monitor the child's progress in line with existing school practices in an ongoing process.
- 7.3 The SENDCo may work with teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their ability to participate in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to provide detailed and accurate indicators. The results of such assessments can then be used to plan activities which will aid progress.
- 7.5 The LA seeks a range of advice before implementing a formal EHCP. The views of the child and parent/carer is considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
 - Understand the relevance and purpose of learning activities
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is differentiated appropriately and assessments are used to inform the next stage of learning.
- 8.3 Pupil Profiles including Steps to Success feature in the provision made for SEND in the schools. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. At times, to maximise learning, children will work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with Parents/Carers

- 9.1 The schools work closely with parents/carers in the support of children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with them. The home-school agreement is central to this. Parents/carers have every opportunity to contribute to supporting their child.
- 9.2 The school prospectuses contain details of our policy for Special Educational Needs, and the arrangements made for these children in our schools. The Governors' Annual Report to parents/carers contains an evaluation of the policy in action. A named governor takes a special interest in SEND and is always willing to talk to parents/carers.
- 9.3 Review of Steps to Success is completed termly. Parents/carers are informed of the outcome of any outside intervention and the progress on their targets is shared.

10 Pupil participation

- 10.1 In our schools we encourage children to take responsibility and to make decisions. This part of the culture of our schools and relates to children of all ages.
- 10.2 Children are involved at an appropriate level in setting targets in their Steps to Success. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

- 11.1 The SENDCO monitors the movement of children on the SEND register. The SENDCo provides the Headteacher and governors with a summary of the impact of the policy on the practice of each school and also informs the SEND governor of the SEND practice in both schools.
- 11.2 This policy is reviewed every two years and the governor with responsibility for SEND may report the outcome of the review to the full governing body.

Date: November 2021

Review date: November 2022