

St. Robert's Catholic First School and Nursery

Oldgate, Morpeth, Northumberland NE61 1QF



*We care, we serve, we learn together in the love and truth of
Jesus*

Special Educational Needs and Disability (SEND) Policy

Date Reviewed:
December 2019

David Sutcliffe
Headteacher

Review Date:
December 2020

Fiona Swift
Chair of Governors

Our SEND Values

- St.Robert's is an inclusive school that recognises and values the gifts and talents of each individual child.
- Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND, who may also be supported by specialist staff.
- We recognise the need to work in partnership with parents/carers and value the contribution they make to their child's education. Children are also encouraged to contribute their views.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

SENCO/Inclusion Manager: Annette McDougall

Qualifications: BA (hons), National Award for SEN (in compliance with clause 64 Children and Families Bill 2014)

Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equal opportunity. St Robert's is committed to a policy of inclusion: one in which the teaching and learning achievements, attitudes and well-being of all pupils matter. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

The Governors believe that all pupils, regardless of ability and behaviour, are valued equally. Pupils with special educational needs and/or disabilities (SEND) are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives and Guiding Principles of the SEND Policy

- To ensure that all pupils have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may present with special educational needs.
- To help every child realise his or her full potential and optimise their self-esteem.

- To ensure that all staff play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective partnership in developing and implementing a person centred approach.
- To encourage pupils and parents /carers to participate in all decision-making processes which occur in the pupils' education i.e. their views sought and taken into account.
- To follow the Code of SEND Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.

Definition of Special Educational Needs

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision being made for them.

Special educational provision means:

..... educational provision which is additional to, or otherwise different from the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area. A Local Offer is provided by the LA.

Factual Information:

Key individuals:

- Governor with responsibility for SEND
- Head Teacher
- Special Needs Coordinator (SENDCo)
- Class teachers
- Teaching Assistants
- Class teachers are responsible for the needs of all pupils including those with SEND and 'be able to use and evaluate distinctive teaching approaches to engage and support them.' (Teachers' Standards)

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating provision for pupils with SEND
- Liaising with, and advising other colleagues
- Managing Curriculum/Learning Support/ Teaching Assistants
- Overseeing the records of all pupils with SEND

- Liaising with parents/carers of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including Educational Psychology service, LA support services, health and social services, and voluntary bodies.

Special facilities and building adaptations:

The school is implementing its accessibility plan which aims to further improve access to all facilities and the curriculum.

Admissions arrangements:

Please refer to the current Admissions Policy.

Curriculum entitlement:

All pupils will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governors are ultimately responsible for ensuring that all pupils receive the curriculum to which they are entitled.

The special educational needs budget will be used to access resources and deploy support staff in order to allow all pupils to access the curriculum and fulfil their potential.

At some stage of their education, a number of pupils may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These pupils will be supported through differentiation by the teachers within their normal classroom environment.

Policy on SEND training for staff:

Whole staff training for SEND will be identified and met through INSET provision and will be organised as required to meet the current needs of the staff. These will be led by the SENDCo, the Assistant SENDCo or by appropriate outside agencies. Learning/Curriculum Support Assistants will be expected to attend relevant inset sessions and external courses.

Inclusion of pupils within and beyond school:

Wherever possible all pupils with SEND will join in all activities of the school with pupils who do not have special educational needs, although there may be occasions where this may not be appropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits (including residential trips), sporting activities, social activities, lunch times and break times and all other school events.

Achievement and Progress

Achievement and progress of individual pupils will be monitored and evaluated through

- Ongoing Assessment records

- Termly assessments of attainment and progress and, where appropriate, P Scales
- Pupil Progress and Contextual Value Added (CVA) Scores
- Assessing the impact of additional educational provision

Appropriate provision will be made for pupils who need to use:

- Means of communication other than speech, including computers, technological aids, signing, symbols or lip reading
- Non-signed methods of reading, or non-visual or non-aural ways of acquiring information
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities within and beyond school

In the exceptional case of such a curriculum being inappropriate for a pupil with special educational needs, the Head Teacher may give a special direction for either modifying or not applying the National Curriculum for the pupil for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

Teaching arrangements for pupils with SEND:

For the most part, pupils with SEND will be taught in the classroom alongside their peers. Teaching techniques and strategies, including differentiated resources and learning tasks, will accommodate those of differing abilities. This will enable individual learning needs to be met and allow pupils to maximise their potential in all areas of the curriculum.

The teaching arrangements for those pupils with an Education, Health and Care Plan (EHCP) will be determined by their EHCP.

Identification, Assessment and Intervention:

The school models its approach on the guidelines given in the SEND Code of Practice (2014).

When a teacher identifies that a pupil has SEND, the teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

- While the teacher remains responsible for working with the pupil on a daily basis, the teacher works with the SENDCo to plan and deliver an individualised educational programme to meet the needs of the pupil.

The SENDCo takes the lead in:

- Planning future interventions for the pupil in discussion with colleagues
- Monitoring and reviewing the action
- Asking for support from external agencies and specialists, in consultation with parents
- Planning future interventions for the pupil in discussion with colleagues and parents
- Continuing to monitor and review the actions taken

Where a pupil is unable to access the curriculum after considerable internal and external help and time, then, in consultation with the parents, the Head Teacher/SENDCo may request a statutory assessment of the pupil's needs.

Parent partnership:

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. The school recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the pupil will also be sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND Register. Opportunities are given to pupils and/or parents to review and update individualised plans three times annually.

During the procedure of applying for a statutory assessment, the parents will be given as much help, advice and support as possible. They will be given a copy of the Northumberland County Council's procedures and timelines for each stage of the assessment process.

The school formally reports on pupils' progress termly with a written report (spring and summer) and also reports end of Key Stage SATs results in writing at the appropriate time. There are opportunities for the SENDCo and teachers to consult with parents throughout the year.

Relationship with Outside Agencies:

The school is able to make referrals to a number of external agencies. Where necessary, the school will refer a pupil to an external specialist, after consultation with parents.

The school also has contacts with health professionals, such as the school nurse, speech and language therapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parent's permission and in accordance with GDPR.

Monitoring of the policy:

This policy should be read in conjunction with all other Learning Trust policies, in particular Equal Opportunities Policy, Teaching and Learning Policy, Admissions and the Accessibility Plan.

Appendix 1: Broad areas of need - from Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation

support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.