

# St Alban's Catholic Primary School



## Special Educational Needs and Disability (SEND) policy

<b>Title:</b>	<b>SEND Policy</b>
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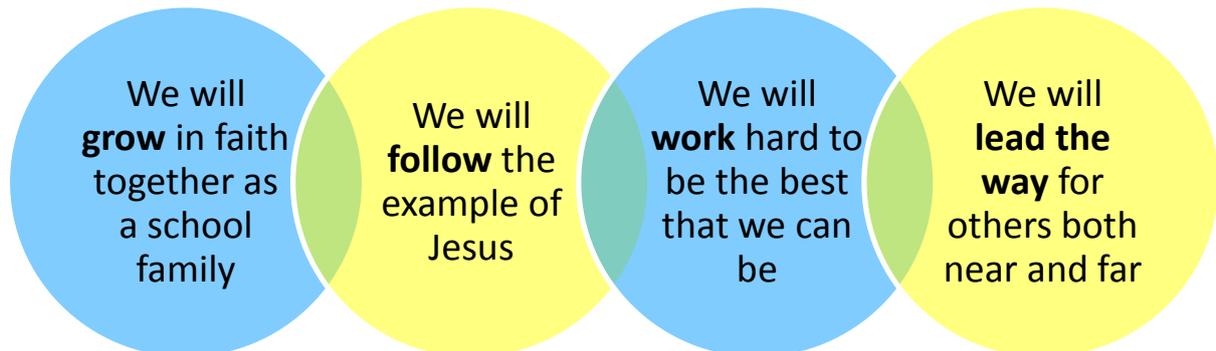
## MISSION STATEMENT

We will **grow** in faith together as a school family.

We will **follow** the example of Jesus.

We will **work** hard to be the best that we can be.

We will **lead the way** for others both near and far.



## 1. INTRODUCTION

### Special Educational Needs and Disability (SEND) policy

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in St Alban's Catholic Primary school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - ❖ Cognition and Learning
  - ❖ Communication and interaction
  - ❖ Social, Emotional and Mental Health
  - ❖ Sensory and/or Physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2. WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN) OR A DISABILITY?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: *SEN: 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 learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England** Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **3. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL AND SEN ADMISSION INFORMATION.**

- Children and young people with SEN have different needs, but generally all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **4. HOW DOES OUR SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- The progress of all pupils is monitored and tracked regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Decisions are then made as to the most appropriate steps to take in order to support the learner.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  - ❖ Cognition and Learning
  - ❖ Communication and interaction
  - ❖ Social, Emotional and Mental Health
  - ❖ Sensory and/or Physical.
- A pupil asks for help.
- The SEN Manager creates a SEN Register that is reviewed termly.

## 5. WHAT SHOULD A PARENT DO IF IT THINKS THEIR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's class teacher. This then may result in a referral to the school SEN Manager whose name is Elaine Holliday and whose contact details are 020 8979 5893 or [senco@stalbans.surrey.sch.uk](mailto:senco@stalbans.surrey.sch.uk)
- Parents may also contact the SEN Manger or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## 6. HOW WILL THE SCHOOL SUPPORT A CHILD WITH SEND?

- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  1. classroom observation by the senior leadership team, the SEN Manger, external verifiers,
  2. ongoing assessment of progress made by pupils with SEND,
  3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need
  4. evaluation of the quality of provision
  5. teacher meetings with the SEN Manger to provide advice and guidance on meeting the needs of pupils with SEND,
  6. pupil and parent feedback on the quality and effectiveness of interventions provided,
  7. attendance and behaviour records.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half-termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
  - 1. Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to discuss support to identify action to improve outcomes.
  - 2. Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SEN Manager.
  - 3. Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
  - 4. Review:** Progress towards these outcomes will be tracked and reviewed termly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Specialists in other schools e.g. teaching schools, special schools.
  2. Special Educational Needs Support Service
  3. Behaviour Support Service
  4. Dyslexia Centres
  5. Autism Outreach Team
  6. Hearing Impairment team
  7. Visual Impairment team
  8. Autism and Sensory Support
  9. Educational Psychologist Service
  10. Educational Welfare Officers
  11. Physical and Disability Support Service
  12. Home School Link Worker
  13. School Nurse
  14. Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an

assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **7. HOW WILL THE CURRICULUM BE MATCHED TO EACH CHILD'S NEEDS?**

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure all pupils are able to make progress.
- We provide a wide range of targeted interventions to support those who are making slower progress in a particular area of learning. This specialist support is additional to and different from our general provision.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

## **8. HOW WILL PARENTS KNOW HOW THEIR CHILD IS DOING?**

- We have an open door policy where parents can make an appointment or are invited to speak to the Class Teacher, SEN Manager or Headteacher should they have concerns about the overall progress of their child or have information they feel they would like to share that could impact on their child's success.
- Parents/carers will be invited to curriculum evenings and consultation meetings to discuss the support that the school are providing and how they can help their child at home.
- At consultation meetings we will talk about the progress your child is making and share ideas about how we can together help them to do even better.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

## **9. HOW WILL PARENTS BE HELPED TO SUPPORT THEIR CHILD'S LEARNING?**

- Please look at the school website, it can be found at [www.stalbans.surrey.sch.uk](http://www.stalbans.surrey.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home
- Annual Curriculum evening for all classes, termly curriculum maps on-website.
- Regular homework
- Shared information i.e. Maths guidance
- Parent workshops i.e. Phonics workshop Reception, Phonics Screening session for Yr1, KS2 SATs workshop,
- The class teacher or SEN Manger may also suggest additional ways of supporting your child's learning.

## 10. WHAT SUPPORT WILL THERE BE FOR CHILDREN OVERALL WELL-BEING?

The school offers a wide variety of pastoral support for pupils. These include:

- We aim to ensure that all pupils are motivated and encouraged to develop physically, socially, intellectually, and emotionally by providing a broad and balanced Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.
- We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We are a 'telling school'
- Ofsted comments *"There is a strong sense of community in the school and pupils' behaviour and their attitudes to learning are strengths of the school. Pupils feel very safe and display a high level of respect for the feelings and well-being of others as well as being highly articulate"*.
- *Please see our Behaviour Policy, the Anti-bullying Policy and the Health Safety and Welfare Policy & arrangements.*
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has achieved an overall Silver award for Anti-bullying. *"Your curriculum work in promoting and supporting an Anti-Bullying culture throughout the school achieved a GOLD level and is testament to your ethos and approach of being a 'telling school'"* (Tracey House, Area Specialist Teacher and Anti-Bullying Charter Mark Co-Ordinator, NE Surrey)

## 11. PUPILS WITH MEDICAL NEEDS (STATUTORY DUTY UNDER THE CHILDREN AND FAMILIES ACT)

- When appropriate pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and identified in the schools Medical Policy  
<http://www.stalbans.surrey.sch.uk/>

## 12. WHAT SPECIALIST SERVICES ARE AVAILABLE AT THE SCHOOL?

The school has access to a range of specialist support that are identified in (6) above.

### **13. WHAT TRAINING DO THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND UNDERTAKE?**

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Safeguarding

Enhanced training has been provided to key staff on:

- Understanding Autism
- Speech & Language
- Supporting pupils with Vision Impairment
- Behaviour management

Specialist training has been provided to the SEN Manger on:

- Counselling skills
- Child Protection
- The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The Speech Language Therapist visits to assess and plan support for targeted pupils.
- Attendance at the termly SENCo Network Meetings

### **14. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- During this academic year additional staff accompanied the school residential trip to PGL so that learners with SEN could attend.
- Children with physical disabilities will receive support according to individual circumstances and the level and type of support designated.

### **15. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

In the last three years the following adaptations have been made to the school environment:

- Step edges are highlighted in yellow to ensure they are easier for those with visual impairments to negotiate
- New electronic entrance gates.

- Removed shrubs to widen path ways and reduce congested areas.
- Reduced curb height in school driveway to ensure wheelchair accessibility.

Accessibility is a key priority during our building works.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information <http://www.stalbans.surrey.sch.uk/>

## **16. HOW WILL THE SCHOOL PREPARE/SUPPORT MY CHILD WHEN JOINING OR TRANSFERRING TO A NEW SCHOOL?**

A number of strategies are in place to enable effective pupils' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- You will also have the opportunity to meet the Reception class teacher.
- If pupils are transferring from another setting, the previous school records will be requested.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEN Manger meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

### **Transition to the next school,**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- We encourage all our learners to attend induction days.
- A transition afternoon for existing pupils to spend time with their new class teacher and visit their next classroom setting.

## **17. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:

- ❖ Cognition and Learning
- ❖ Communication and interaction
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or Physical.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SEN Manger or a member of the Senior Leadership Team.

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

## **18. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT EACH CHILD WILL RECEIVE?**

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SEN Manger and key staff. The classteacher and/or the SEN Manager will discuss this with parents.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

## **19. HOW WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?**

This will be through:

- discussions with the class teacher, SEN Manger or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

We aim for a close working partnership with parents. We have an open door policy where parents can make an appointment to see the Class Teacher, SEN Manager or Headteacher.

## **20. WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE ANY CONCERNS?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SEN Manger,
- The Headteacher,

## **21. SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN INCLUDE:**

- Surrey Independent Advice & Support Service (SIASS) for Special Educational Needs and Disability (formally Parent Partnership Services) offer independent advice and support to parents and carers of all children and young people with SEND. To find out more visit [www.surreyparentpartnership.org](http://www.surreyparentpartnership.org)
- They also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

## **22. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER CAN BE FOUND.**

Surrey County Councils Local offer can be found at <https://www.surreysendlo.co.uk>

It provides parents and carers with information on services relating to special educational needs, disabilities, mediation and conflict resolution services.

## References

**The SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Special educational needs and disability: a guide for parents and carers**

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

**Keeping children safe in education**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Supporting pupils at school with medical conditions**

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**The Special Educational Needs and Disability Regulations 2014**

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

**St Alban's SEN Information Report**

<http://www.stalbans.surrey.sch.uk/>

### **Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SA+: School Action Plus (The plus indicated the involvement of external agencies)

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

SIASS: Surrey Independent Advice & Support Service (previously PPS: Parent Partnership Services)

This policy was created in partnership with Staff, Governors, Parents and Pupils. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Next review: Nov 2017