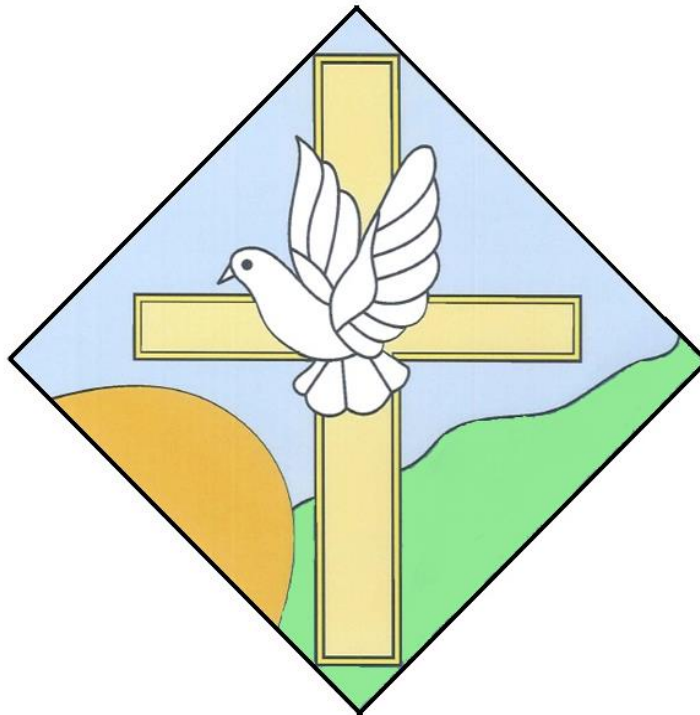




# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**



**This policy should be read in conjunction with our policies and procedures, in particular:**

Accessibility Plan  
SEND Information Report  
Admissions' Policy  
Anti-Bullying Policy  
Attendance Policy  
Behavior Management Policy  
Child Protection Policy  
General Complaints Procedure  
Equal Opportunities  
Safeguarding Policy

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## **1. Introduction**

St Peter and St Paul Catholic Primary Academy is an educationally inclusive Academy in which the teaching and learning achievements, attitudes and wellbeing of every pupil matter. This is in accordance with the Academy's mission statement. This SEND policy details how we ensure the needs of all our pupils with special educational needs are met.

Special Educational Needs and Disabilities Coordinator is: **Mr Michael O'Dwyer**

Special Educational Needs and Disabilities Governor is: **Mr. Greg Trimmer**

## **2. The Legislative Framework and the Additional Educational Needs Code of Practice**

The following have been carefully considered and inform the academy's provision for pupils with SEND

The Disability Discrimination Act, 1995 and subsequent extensions. (Now embedded in the Equality Duty)

The Equality Act 2010, (Now embedded in the Equality Duty)

The Children and Families Act, 2014

The SEND Code of Practice, 2014

## **3. Special Educational Needs**

### **3.1 A pupil will be deemed to have Special Educational Needs when:**

He or she has a learning difficulty or disability which calls for Special Educational provision to be made

**Or**

He or she has significantly greater difficulty in learning than the majority of others of the same age

**Or**

He or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream education.

Many children will have special educational needs of some kind during their education. Barriers are often overcome, however for some children extra help will be needed for some or all of their time at our Academy.

### **3.2 The four broad areas of SEND are:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Individual children often have needs that cut across all or some of these areas and their needs may change over time. As an Academy our role is to identify the needs of the whole child and work out what action to take

We also consider various factors which are not SEND, but which may impact on progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After child

The identification of SEND is built into the Academy's overall approach to monitoring the progress and development of all pupils.

#### **4. Roles and Responsibilities**

Provision for pupils with Special Educational Needs is a matter for the Academy as a whole; however some key individuals and groups have particular areas of responsibility.

##### **4.1 Governance**

The role of the Governor with responsibility for SEND provision includes:

- Having a clear working knowledge of the SEND Code of Practice
- Being aware of the Academy's systems for SEND provision
- Building a good working relationship with the Special Educational Needs Co-ordinator (SENCO)
- Helping to raise awareness of SEND issues at Governing Body meetings
- Ensuring that the Academy's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the Governing Body on the quality and effectiveness of SEND provision within the Academy
- Assisting the review of the Academy's policy on provision for pupils with SEND
- Assuring the Governing Body that the Academy website publishes the annually reviewed SEND information report

##### **4.2 The Academy Head Teacher**

**The Head Teacher will:**

- Manage all aspects of the Academy's work, including provision for pupils with SEND
- Keep the Governing Body fully informed about SEND
- Work closely with the Special Educational Needs Coordinator
- Seek out and share best practice within the Bromley Catholic Schools Trust and other local schools and academies.

The Academy Principal, Mrs. Joanna Seymour, is also the Designated Safeguarding Lead (DSL). A second DSL is the Vice Principal Miss. Kirsty Everson.

### **4.3 Special Educational Needs Co-ordinator (SENCO)**

**The SENCO role is a strategic one, working with the Governors and Senior Leaders.**

**The role involves:**

- Overseeing the implementation of the SEND policy
- Coordinating provision for children with SEND
- Providing information and training for teachers and learning support assistants to ensure that pupils with SEND receive the appropriate 'quality first' teaching within the classroom
- Advising on graduated approaches to SEND support within the classroom
- Overseeing the identification and assessment of children whose special educational needs are not being met by graduated approaches to SEND support within the classroom
- Providing or commissioning additional interventions for children where assessments show that their needs cannot be met by graduated approaches to SEND support within the classroom
- Advising on the use of delegated budget/ other resources
- Liaising with parents of children with SEND
- Liaising with other educational settings and outside agencies, particularly in regard to commissioning services, developing the SEND report and the production and implementation of Education, Health and Care Plans (EHCP)
- Ensuring compliance with the latest regulations relating to access arrangements for Statutory Assessments overseeing administration of relevant application and administration processes
- Liaising with potential next providers of education
- Working with the Principal and Governors to ensure adherence to current equality legislation
- Ensuring that SEND records are up to date
- Publishing information about the Academy's SEND policy, its implementation and effectiveness in relation to stated outcomes
- Publishing the Academy's SEND Information Report.

### **4.4 Teachers**

**The Academy teachers will:**

- Provide 'quality first teaching' for all pupils
- Provide for the individual needs of all their pupils, adapting teaching and the learning environment as appropriate
- Implement strategies recommended by the SENCO and outreach professionals
- Implement the outcomes of pupil progress meetings into weekly lesson plans
- Make themselves aware of the SEND policy and procedures of identification
- Contribute to annual review meetings by providing a short summary of progress either

orally or in written format

- Provide weekly lesson plans to support staff
- Manage support staff in their class on a daily basis
- Be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- Work with the SENCO to monitor the effectiveness of interventions by reviewing the Individual Provision Plans each term.

#### **4.5 Learning Support Assistants**

##### **The Academy Teaching Assistants will:**

- Support pupils with their learning, in or out of the classroom, under the direction of the class teacher and the SENCO, implementing strategies recommended by them or professionals from outside agencies
- Develop the independence of the pupils with whom they work
- Be familiar with and provide feedback to the teacher and SENCO on the progress of the pupils with whom they work to inform planning and reviews
- Be fully aware of the Academy's SEND policy
- To know where special educational needs paperwork is kept in the classroom (including Individual Provision Plans and class provision maps.
- Contribute to progress meetings and annual reviews
- Attend meetings arranged by the SENCO during the Academy day
- Attend INSET on Special Educational Needs.

#### **5. Equality and Inclusion**

The Governors, Principal and Staff of the Academy are committed to providing a broad, balanced and relevant curriculum in order to promote the inclusion of all pupils.

The Academy recognises that equality and inclusion for all pupils are dependent on:

- The establishment of a positive learning environment in which all pupils can achieve
- A positive environment which recognises all achievement and a system for assessing, monitoring, recording and reviewing of progress that allows for early identification of potential areas of need
- Identification, awareness and respect for individual needs of pupils
- Effective management of behaviour through a pastoral network for discipline, care and order
- Encouragement and development of individual strengths, abilities and interests to promote success and achievement, and enable pupils to reach their full potential

## **6. Supporting Parents/Carers and Pupils**

We recognise the importance of working in partnership with parents/carers. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents/carers of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents/carers when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision. Parental consent is sought for interventions undertaken outside of the classroom.

A child's class teacher will work closely with parents/carers at all stages in his/her education and if parents/carers have concerns their first port of call should be the class teacher.

Parents/carers of any pupil identified with SEND may contact [www.bromley.gov.uk](http://www.bromley.gov.uk) – Local Offer - for parental advice. The Local Offer provides information about local services, support and activities available to families, children and young people aged 0 – 25 years with special educational needs and/or disabilities. <https://www.bromley.gov.uk/LocalOffer>

The Academy's website has a dedicated SEND section that can be found in the Our Learning section. This page is constantly updated with information that parents/carers might find useful.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views of the sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision making processes, including the setting and evaluating of targets.

Therefore:

- The views of pupils with SEND and their parents/carers play a central role in the development of policies and procedures and any review and assessment of their effectiveness
- The views of pupils with SEND and their parents/carers play a central role in the development of individual SEND support plans and Education Health and Care plans and their review
- The views of pupils with SEND and their parents/carers play a central role in the development of personalised transition plans to Secondary education
- In consultation with pupils and parents/carers, the Academy will develop effective channels of communication to ensure that key stakeholders are sufficiently well informed to participate fully in the review, planning and application of SEND provision for individual pupils and the Academy community as a whole

### **6.1 Additional Support for Pupils**

The Academy community recognises that pupils with SEND may need extra support in order to participate fully in our life together. Any extra support offered will be designed to differentiate and

personalise learning wherever necessary in order to achieve the best possible outcomes for all pupils. Therefore, the Academy will:

- Help to build confidence, self-esteem and independence so that all pupils are enabled to reach their full potential alongside their peers
- Keep an up to date record of the needs of SEND pupils and the measures in place to meet those needs
- Monitor, review and plan for improvements in the attendance and behaviour records of pupils with SEND
- Ensure that effective medical provisions are in place in order to support pupils whose SEND is influenced by medical issues
- Set suitable, aspirational academic targets for all pupils, monitor progress towards these targets and make appropriate alterations to SEND provision in the light of these
- Ensure that teaching staff are directed to up to date, accurate information regarding the needs of pupils with SEND and are aware of their responsibilities as set out in the Teaching Standards in regard to pupils with SEND
- Provide levels of staffing, resources, equipment and support, as well as appropriate training for staff, to allow pupils with SEND to progress in line with their peers. In particular, training for 'quality first teaching' will be provided to reduce and, if possible, remove the effects of their SEND on pupils' progress
- Provide additional support for pupils with SEND, where the Academy deems it necessary. This additional support would be provided almost exclusively in the classroom setting and delivered by Teaching Assistants. Classroom teachers are responsible for the effective deployment of additional support staff in their lessons
- Provide further support for pupils with SEND outside the classroom. Provision will be provided according to need and resources
- Provide a differentiated and personalised curriculum for pupils with SEND where the Academy deems it appropriate.
- Commission external support from experts within the SEND Information Report

**Our SEND provision is built around the pursuit of positive outcomes for pupils and their parents/carers.**



## **7. Identification of SEND**

Successful outcomes are dependent on early identification of SEND and effective responses, including collaboration with other agencies.

### **7.1 Early Identification**

- All teachers are responsible for identifying pupils with SEND
- Where pupils are failing to meet their expected progress, teachers will employ standard interventions of 'quality first teaching', such as differentiation and personalised learning; the SENCO will provide support and training for this
- The effectiveness of these interventions in bringing pupils' performance back in line with expectations within a given length of time will be monitored and assessed by the classroom teacher
- Where these interventions fail to have the intended impact, classroom teachers will inform the SENCO, who will review the interventions and their impact and either suggest alternatives or consider further diagnostic assessments of the child's needs
- Identification of nature and level of need will be carried out in accordance with any Local Authority standardised practice

### **7.2 Further Assessment**

In assessing the need for further diagnostic assessment. The SENCO will consider, amongst other factors:

- Evidence obtained by teacher observation/assessment
- Performance in assessments, judged against key performance indicators
- Information from the pupil, his/her parents/carers and colleagues from other agencies

### **7.3 Specialised Diagnostic Assessment**

If this assessment leads to the conclusion that specialised diagnostic assessment is necessary, the SENCO may:

- Commission assessments from other agencies within the local offer
- Advise parents how they can access assessments via other services and/or privately.
- The results of any additional assessments will be communicated to parents/carers and, where the Academy deems it appropriate, pupils. A collaborative process will be established to produce an effective plan in response to any identified SEND. This may involve commissioning services from the SEND Information Report. The Academy will utilise the Local Authority's standardised process to deliver appropriate strategies for pupils who need this level of support

The Academy will monitor and evaluate the progress and use this to inform amendments to the support. This will involve:

- Putting in place arrangements to ensure pupils and their parents/carers are regularly engaged in discussions about the progress of their child
- Keeping a record of the steps taken to meet the individual needs of all pupils with SEND and their effectiveness
- Where the Academy deems it appropriate, pupils' plans will include access arrangements for statutory assessments

## **8. Education, Health and Care (EHC) Needs Assessment and EHC Plans**

The Academy will consider requesting an Education, Health and Care needs assessment from the Local Authority when, despite an individualised programme of sustained intervention within the Academy and the deployment of the appropriate support from within the SEND Information Report, the pupil continues to fail to make expected progress. A request for an assessment might also be made by a young person over the age of sixteen, a parent or outside agency.

### **8.1 EHCP Assessment**

To support any EHC needs assessment, the Academy, where appropriate, will share information to allow the Local Authority to complete its assessment. This may include:

- Evidence of the child or young person's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken by the Academy to meet the pupil's SEND
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs

### **8.2 Creating an EHCP**

Where the Local Authority decides that an EHC plan is appropriate, the Academy will maintain the centrality of the pupil's and parent/carers' views in the creation of the plan. The Academy will also work collaboratively with other agencies in the writing of the plan to ensure that it addresses the needs of the whole child. The EHC plan will be forward-looking and help raise aspirations and outline the provision required to meet assessed needs to support the pupil in achieving his/her ambitions. EHC plans will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the pupil.

- Where an EHC plan names the Academy, the Academy will take all ‘reasonable steps’ as per the 2014 Code of Practice, to ensure that the plan is implemented successfully
- The Academy will ensure that the pupil and his/her parents/carers are aware of the implications of the plan and the responsibilities of each agency named therein
- This will include ensuring that parents are aware of the choices offered them in the management of the personal budget

### **8.3 Reviews of EHC Plans**

- EHC Plans will be reviewed annually but will most likely be more frequent based on the needs of the pupil
- The opinions of the pupil and his/her parents/carers will be central to conclusions of the review
- Colleagues from other agencies involved in the creation and management of the plan will be consulted and invited to the review
- Reviews will focus on the pupil’s progress towards achieving the outcomes specified in the EHC plan; they will also consider whether these outcomes and supporting targets remain appropriate
- A written report of the review, with recommendations, will be sent to all invitees and to the Local Authority within two weeks of the review
- Where an EHC plan needs assessment does not lead to an EHC plan, the information gathered during the assessment will be used to produce a plan which investigates other ways in which the Academy can meet the pupil’s needs

## **9. Publishing SEND Information**

The Academy publishes information about its SEND provision on its website.

This information is easily accessible for young people and parents and set out in clear, straightforward language.

It includes:

- Information on the Academy’s SEND policy
- Named contacts within the Academy for situations where parents/carers have concerns
- The SEND Information Report
- The Accessibility Policy
- Details of the Academy’s contribution to the SEND Information Report and information on where the Local Authority’s SEND Information Report is published

## 10. COMPLAINTS

All complaints in regard to this policy and SEND provision will be dealt with in accordance with the Academy's General Complaints Procedure.

**This Policy is reviewed by:**

St Peter and St Paul Catholic Primary Academy Governing Body

It was last reviewed in: June 2020

It will next be review in: June 2023

Signed:\_\_\_\_\_ Chair of Governors Date:\_\_\_\_\_