St Aidan's Catholic Primary School
"Living and growing in Christ"

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Drafted by:	Head Teacher
Approved by:	Board of Governors
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1. Broad Aim

St Aidan's is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school for example: children with special educational needs

This policy aims to:
- Set out how our school will support and make provision for pupils with special educational needs and/or disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Purpose

At St Aidan's Catholic Primary School, we want to ensure that all children have the same opportunities and barriers to learning and participation are removed along the way. Inclusion is a human rights issue. It requires us to give all our children and young people the right opportunities to enjoy and benefit from an appropriate education, value each other's contribution and develop life-long positive attitudes to diversity.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEND information report which outlines the school's provision for children with SEND.

4. Catholic Context

As a Catholic school, the Gospel Values should be at the heart of any Catholic education, emphasising Christ as the foundation of all that we do as a school.

Compassion Kindness, service of neighbour	**Mark 9:36-37** He took a little child whom he placed among them. Taking the child in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me."
Hope Resilience, perseverance	**Matthew 19:14** *Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEND is categorised in two ways: either children are identified as being SEN support or they will have been awarded an EHC plan by the local authority.

SEN support describes the support made for a child where there are more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to their current needs. In identifying a child as needing SEN support, the SENCO works with the class teacher, other school adults and parents in carrying out a clear analysis of the pupil's needs. A child identified as SEN support will be recorded as such on the school's information management system. Parents are informed that their child is to be provided with SEN support and a pupil passport can then be jointly created by the SENCO and class teacher, with a copy provided for parents every term.

An **education, health and care (EHC) plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The kinds of SEN that are provided for within St Aidan's include:
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

Further information about SEND at St Aidan's can be found in the SEND Information Report which is available on the school website.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. The SEND Code of Practice refers to learning difficulties covering a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

i) **Moderate learning difficulties (MLD)**

Children with MLD have attainment significantly below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

ii) **Profound and multiple learning difficulties (PMLD)**

Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. These children may communicate by gesture, eye-pointing or symbols and require a high level of adult support, both for their learning needs and also for their personal care.

iii) **Severe learning difficulties (SLD)**

Children with SLD are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. These children have significant intellectual or cognitive impairments. They may also have difficulties in coordination, perception and the acquisition of self-help skills.

iv) **Specific learning difficulties (SpLD)**

SpLD affects one or more specific aspects of learning. The term refers to conditions such as dyslexia, dyscalculia and dyspraxia. Children with SpLD have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below

their performance in other areas. Children may also have problems with short-term memory, organisational skills and coordination. Children with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.

Social, emotional and mental health difficulties (SEMH)

Children with SEMH can display these difficulties in many ways such as being withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health issues such as anxiety, depression, self-harming, substance misuse, eating disorders or unexplained physical symptoms. Other SEMH disorders include attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and attachment disorder.

   i) **Attention deficit hyperactivity disorder (ADHD)**
   Attention deficit hyperactivity disorder is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

   ii) **Attention deficit disorder (ADD)**
   Attention deficit disorder describes a persistent pattern of inattention more frequent and severe than is typically observed in individuals of a comparable level of development.

   iii) **Attachment disorder**
   Early experiences of neglect or abuse in babies can cause attachment disorder in which the child will lose trust of others and will shy away from making a serious connection with acquaintances or family, sometimes even causing excessive friendliness and inappropriate approaches to strangers in older children.

Communication and interaction

The SEND Code of Practice uses this term to cover a broad range of needs. Children and young people with SEND may have difficulties in one or more of the areas of speech, language and/or social communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills.

   i) **Speech, language and communication needs (SLCN)**
   Pupils with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, they have difficulty understanding what is being said to them or they do not understand or use social rules of communication. The child may have a combination of these needs and this profile of needs may change over time. SLCN also includes children who have been diagnosed with DLD (Development Language Disorder).

   ii) **Autistic spectrum disorder (ASD)** Pupils with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination.

Sensory and physical needs

Children with sensory and physical needs include those with visual impairment (VI), hearing

impairment (HI) or multi-sensory impairment (MSI), which involves a combination of vision and hearing difficulties.

6. Roles and responsibilities

The SENCO works with the Headteacher and SEND Governor, to determine the strategic development of the SEND policy and provision in the school. The SENCO also:

- Has 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, including those who have EHC plans.
- Provides 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.
- Advises on the graduated approach to providing SEND support.
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Works with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensures the school keeps the records of all pupils with SEND up to date including the central running record.

The **SEN Governor**:

- Helps to raise awareness of SEND issues at governing body meetings.
- Monitors the quality and effectiveness of SEND provision within the school and updates the governing board on this.
- Works with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school.

The **Headteacher**:

- Works with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Has overall responsibility for the provision and progress of learners with SEND.

Each **Class Teacher** is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

7. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We believe that parents, as the first educators of the child, are key to the development of the child. Where a concern may arise, an early discussion would take place with parents to gain a global view of the child in terms of their history and development to this point. These conversations will make sure that:

- We take into account the parents' concerns.
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

The school will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review as outlined in the SEND Code of Practice.

A clear analysis of the pupil's needs will be drawn from:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

8. Supporting pupils moving between schools or between phases of education

We will share information with the school or other setting the pupil is moving to. This will include reports received from outside agencies, school reports and details of targets.

Transition will be different for different children. For children joining Reception, a home visit or visit to their pre-school setting will take place. All children in Reception receive transition booklets which parents can share with their child during the Summer holidays.

For those children in year 6 coming to the end of their primary career, the school welcomes colleagues from secondary schools to come and meet with pupils who are transferring to their school during the summer term.

For children where a special educational need has been identified, the SENCO will attend the transition day hosted by the local authority to ensure that key information is passed on. In all other instances, SEND paperwork will be passed on to schools at the point of transition.

Some children with special educational needs will receive a transition booklet which parents can share with their child during the Summer holidays, to further support any worries or anxieties they may have upon returning to school in September.

Within school, whether it is moving to a new year group or moving on to a new phase of education, the school puts in place activities to support the child's transition, making time for children to share and air any worries they may have.

9. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This is differentiated for individual pupils. The following list includes other strategies which may be used at St Aidan's:

ACE Dictionary

Some children may have literacy difficulties and they are taught how to use these dictionaries. The ACE dictionary is aurally coded, which means each word is grouped according to sound, so gnome and knife are both grouped as starting with n (as well as appearing in g and k).

Counselling

Some children may suffer loss at some time during their time at St Aidan's. The school has a Counsellor. If parents feel that a child would benefit from this type of counselling, sessions are planned according to each individual situation and typically take place over 7 weeks.

ELSA

Some children may find it difficult to regulate. Elsa sessions will help children learn about their emotions. These are usually 1:1 and on a 6-week cycle.

Nurture

Nurture sessions are weekly and targeted. Children may need help with social skills or turn taking.

SALT

This intervention for speech and language uses a range of strategies, including rhymes and songs, its aim is to help children to develop a wider vocabulary as well as other social skills including turn taking.

Checklist

Some children find it difficult to remember some of the tasks which are asked of them on a daily basis. A simple visual checklist which contains a few simple instructions can help a child to become better organised and take some ownership of their own learning.

Circle time

Circle times are a useful way of addressing social issues within a class. By anonymising the issue and using the phrases, "Some people…", or "Someone…", it takes away blame from the situation and allows for honest discussion to take place.

Coloured overlays

Some children find the whiteness of paper too glaring and this can have an impact on their ability to read fluently. Coloured overlays can be used to take away this glare and help the child to access the text.

Chunking work

Some children can become overwhelmed with the amount of work presented to them, which we refer to as cognitive overload. To support some children, work is broken down into more manageable steps.

Enlarged font

Where a child may have a visual impairment, making the typeface larger on a text will be helpful. Further resources can be borrowed from the visual impairment service.

Help cards

Help cards are a useful way of encouraging a child, who may otherwise not speak out when they are struggling.

Individual seating/workstation

Some children will struggle to sit with others, whether it is whilst on the carpet or at a group table. Therefore, providing a child with an individual carpet square to sit on or a separate place to sit and

work within the class can have positive effects as long as the child is then able to return to work with others as a group at other times.

Pre-teaching vocabulary

The number of words used in a classroom can be overwhelming. For some children, learning new vocabulary can be a challenge. Pre-teaching vocabulary is a useful way of introducing new words to a child before they are part of a taught lesson with the whole class. It is also a useful way to check that a child understands what the word means.

Provision maps

These maps track the interventions being run for the children in each class and should be visible in every classroom and updated half termly.

Pupil passports

School is a busy place and every child meets a number of school adults every day. So that children's strengths and difficulties are understood by all, the pupil passport includes details of these and is shared with all staff as well as with the staff from Jacqueline's Gems breakfast and after school club. A template of a pupil passport follows this policy.

Question cards

Question cards are a useful way of encouraging a child, who may otherwise prefer to be passive in lessons, to try to answer or contribute in class.

Scaffolding

Scaffolding is used across the school to help children to become independent writers. By providing some words, phrases or a structure for the child to follow, the child will gain a sense of achievement on completion of the scaffold while learning the conventions of writing at the same time.

Social stories

Social stories help children to cope and understand social situations which otherwise they may find a challenge. The story should address the issue faced, explain how it is important and its impact on others. Used correctly, these stories should enhance the children's understanding of social situations and social encounters in their lives and help them to be more active participants in life's routines and activities.

Speech and Language

Language Link - For some children this is a time limited intervention focussed on speech and language needs. It typically runs from Reception to Year 2. It uses assessments to highlight particular areas of needs for the children from concepts to follow instructions. The aim is to develop their understanding in highlighted areas which will support their learning.

Targeted support - for some children, they will have been seen by a Speech and Language therapist and have a care plan. These care plans are supported in school both within the whole class and smaller targeted groups.

Time

Some children may need to have an extra bit of time to think about their answer before saying it out loud. Consider posing a question and tell a child you will be coming to them for their contribution, but not immediately. This will give them time to formulate their response which can either be written on a whiteboard or verbally.

Timers

A timer, whether sand or digital, is a useful resource in helping children to understand how much time they have for a particular task.

Visual timetable

We all like to know what is happening next and to help with this every class should have a visual timetable on display which shows the lessons which will take place during the day. This is used most effectively when the subject card of the lesson which has just been taught is removed straight after, so it is really clear to the children of what is happening next.

Visual Word and Word mats

Spelling can be a challenge for some children. A word mat which includes high frequency words, topic words and other key vocabulary is a useful prompt for some children to use. Visual pictures alongside the words where possible support the child's independent learning.

10.   Evaluating the effectiveness of SEND provision

The school is always keen to evaluate the impact of its actions including in the area of SEND. Some of the ways the effectiveness of provision for pupils with SEND is evaluated are by:
- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions after a specified number of weeks.
- Using SEND surveys for parents.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Seeking the views of external visitors to the school e.g. School Adviser.

11.   Enable pupils with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trips with adaptations made as needed. No pupil is ever excluded from taking part in any activity because of their SEND.

12.   Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEND are encouraged to be part of all school groups.
- Mindfulness is a key part of our curriculum with weekly meditation timetabled for all children.

- Every year children from years 3 to 6 complete the GL Pupil Attitudes to Self and School survey which gives the school an understanding of how the child is feeling towards their learning and towards themselves as a learner. This is often a good indicator in identifying those children who could benefit from some form of emotional support.
- Circle times are used to address class issues in a sensitive way.
- Every two years, the NSPCC visits the school and delivers assemblies for children from Reception to Year 6 to share the 5 types of abuse as well as to remind the children about what to do if they are worried and who they can talk to. The school makes use of the NSPCC resources, such as the PANTS campaign, to help children to understand how to keep themselves safe.

13.   Working with other agencies

The school welcomes the expertise from professionals from outside agencies in understanding a child's strengths and needs to a fuller extent. The school works with professionals from the local authority, including Educational Psychologists, Speech and Language. Where these professionals are involved with a child, parents will be kept fully updated with regards to their involvement from the school's perspective.

14.   Concerns about SEND provision

Any concerns about SEND provision in our school should be made to the class teacher in the first instance. If, after this meeting, the concern is still felt then the issue will be referred to the SENCO or after that to the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Appendix 1 – Early Identification of Need – Teacher Sheet

Pupil Details		Data		
		Reading	Writing	Maths
Name:				
Class:				

What area of need are you most concerned about?			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical

What are your MAIN concerns?	What are the parent and pupil's MAIN concerns?

What advice has been given to parents and pupils so far?

When and what has been tried so far? (using the Quality First Toolkit - reference using pages).	
Adapted Classroom practice and use of resources	Interventions
Impact of this	Impact of this

What is the one thing you want me to look at that you don't know?

Signed:_____ Date:_____

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For SENDCO use only (Page 2)

Received by SENCO on: _____

Advice given:	Actions to be taken:

To be followed up by:

Designated person_____   **Deadline:** _____

Appendix 2 – Pupil Passport

CHILD's PHOTO

Name of pupil:

Year:

Date reviewed:

Class:

What we like and admire about [Name]	What is important to [Name]

[Name]'s needs	How we can support [Name]

[Name] is at SEN support level on the SEN register for [insert needs here].

Target	Strategies to use at home	Strategies to use at school	Review comments (March)