



St Aidan's

Church of England Primary Academy

A member of **CDARI**

'Fulfilling potential and growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.

'I came that they may have life and live it to the full' John 10.10

SEND policy 2024

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SEND Mission Statement

We aim to make our pupils' school experience as focussed and worthwhile as possible through offering all of our learners quality first teaching, targeted support which is rigorously evaluated, providing appropriate equipment and resources, and giving individuals space to develop to their full potential.

Listening and sharing information with children and their parents , as well as valuing and acting on their contribution is at the heart of what we do at St. Aidan's Primary Academy. Every child in our school has an important part to play and is special to us.

We endeavour to encourage and support each child, to provide for their special needs and ensure progress is made. British Values play a large part within our SEND provision, ensuring all children learn the importance of tolerance and understanding the needs and qualities of others. Our six values of Acceptance, Love, Wisdom, Accountability, Youthfulness and Service are embedded in our approach to teaching and supporting children with SEND.



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Aims and Objectives

This underpins the positive ethos we foster, stated in our vision and mission statement:

'Fulfilling potential, growing in God'

The aim of this policy is to ensure that:

- ❖ To identify and assess children with special educational needs (SEND) at the earliest possible opportunity.
- ❖ To work within the guidance provided in the SEND Code of Practice 2014.
- ❖ To readily encourage the involvement of parents in the education of their children. This is done by creating a welcoming atmosphere in school, ensuring that parents are well informed of their child's needs

and are involved in all relevant discussions regarding the progress and development of their child.

- ❖ To provide a broad and balanced, adapted curriculum, appropriate to an individual's needs and abilities, which incorporates a variety of teaching styles. Class teachers also aim to provide interventions at a suitable level when a child is identified as having SEND. This includes using available resources effectively to support children's individual needs. Thus, ensuring all pupils with SEND take as full a part, as possible, in all school activities.
- ❖ To assess pupils at regular intervals to ensure that focussed, challenging targets are set, work is appropriately differentiated and all individual requirements are catered for within the classroom and beyond.
- ❖ To implement assessment for learning opportunities, where possible and encourage children to assess themselves and the targets which have been set.
- ❖ To maintain close links with external support agencies and other professionals.
- ❖ To raise the aspirations of and expectations for all pupils with SEND, to ensure that all learners make the best possible progress.
- ❖ To raise staff awareness and expertise within SEND through continued professional development (CPD).

Everyone at St Aidan's Primary Academy is committed to providing opportunities for any child with Special Educational Needs (SEND) to be included fully in all aspects of school life. It is our ethos that all members of the school community are respected and have the right to learn, regardless of their needs. Through effective adaptive approaches to teaching and learning, and working together we enable the fulfilment of each child's individual potential.

Definition of Special Educational Needs

The 2014 Code of Practice, also known as the "SEND Code of Practice," is a document in the UK that provides guidance on supporting children and young people with Special Educational Needs and Disabilities (SEND), covering ages 0-25, outlining the duties, policies, and procedures schools and other professionals must follow to ensure appropriate provision for these individuals; its key areas of focus include communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs.

Key points about the 2014 Code of Practice:

Focus on individual needs:

It emphasizes considering the unique needs of each child or young person with SEND and ensuring their views and wishes are taken into account when making decisions about their education.

Four main areas of need:

The code outlines four primary areas of SEND:

- ❖ **Communication and interaction:** Difficulty with understanding or using language
- ❖ **Cognition and learning:** Challenges with processing information or accessing learning
- ❖ **Social, emotional and mental health:** Difficulties with social interactions or managing emotions
- ❖ **Sensory and/or physical needs:** Disabilities affecting senses like vision or hearing, or physical mobility

Integration across sectors:

The code aims to promote collaboration between education, health, and social care services to provide coordinated support for children and young people with SEND.

Education, Health and Care Plans (EHCPs):

Under the 2014 Code, children with significant SEND needs are entitled to an EHCP, which outlines their individual needs and the support required to meet them.

A child does not have SEND solely because the language at home is different from the language in which the child is taught. (Children and Families Act 2014)

The school takes seriously its responsibility to children covered by:

- ❖ SEND code of practice (2014)
- ❖ Children and Families Act 2014
- ❖ The Equality Act 2010
- ❖ Mental Capacity Act 2005
- ❖ The Special Educational Needs and Disabilities Regulations 2014 and seeks to uphold the high standards set by Blackburn with Darwen LEA.

Identifying Special Educational Needs

St Aidan's Primary Academy identifies the needs of pupils by considering the needs of the whole child, not just the specific Special Educational Needs (SEND). Children with SEND are identified by one or more of three assessment routes all of which are part of the overall monitoring progress of all pupils:

1. The progress of every child is monitored at termly progress meetings following assessment carried out each term. This will identify children who are not making progress in spite of the Quality First Teaching delivered in class.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and may refer to the Special Educational Needs Coordinator (SENCO). Indicators may be:
 - A child makes significantly slower progress than that of their peers starting from the same baseline.
 - A child fails to match or better their previous rate of progress.
 - A child fails to close the attainment gap between him/herself and their peers.
3. Parents may ask us to look more closely at their child's learning. We take all parental concerns seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or parental support. Otherwise, the child can be placed at School Support on our SEND register.



SEN Initial Concern Form
 St Aidan's Church of England Primary Academy
'Come that they may have life and live it to the full' John 10.10
ALWAYS



Name:		Year:		
Date:		Attendance:		
Concern	Tick	evidence observed to indicate this is an area of difficulty.	strategies tried by class teacher (please state how long this strategy has been in place and attach evidence)	impact
Cognition and learning				
SpLD (Specific Learning Difficulty) E.g Dyslexia Type Learning Needs				
SEMH (Social, Emotional/Mental Health Difficulties) E.g. behavioural problems				
Speech and language				
Sensory and/or physical needs				
Hearing difficulties				
Visual difficulties				
Medical concern/condition				

Class teachers complete an initial concerns form which outlines the area of concern and the Quality First Teaching approaches which have been explored prior to SENCO involvement.

Following receiving an initial concern form, the SENCO can undertake a range of standardised tests with children and can use these assessments to inform teachers' own understanding and assessments of a child.

These include;

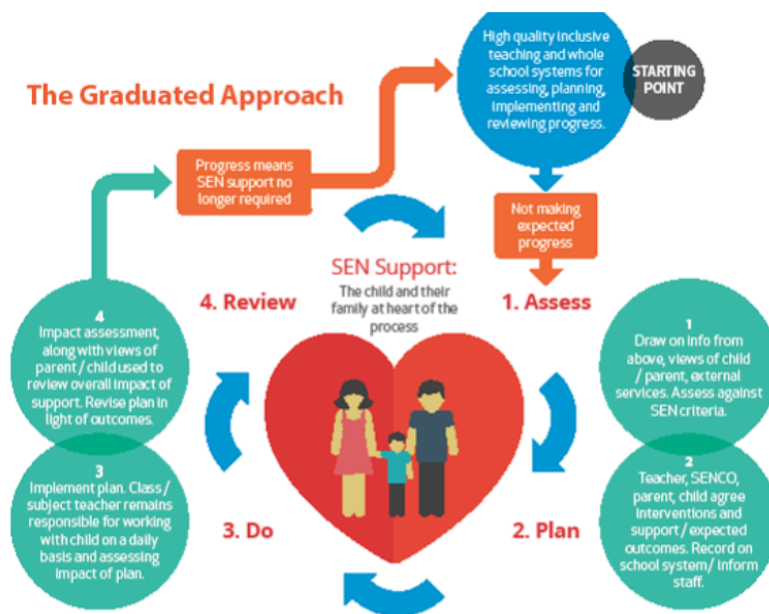
- ❖ British Picture Vocabulary Test
- ❖ WELLCOMM
- ❖ Ready For Sounds
- ❖ Little Wandle Phonics Assessment
- ❖ Derbyshire Language Scheme
- ❖ Renfrew Word Finding Test
- ❖ Sandwell Maths Assessment
- ❖ Roscoe – assessment of Receptive language
- ❖ ECAT Expressive language
- ❖ 100 key words – reading/spelling
- ❖ Ravens Non Verbal Reasoning
- ❖ Goodenough Draw-A-Man
- ❖ Visual Perception Test
- ❖ Baseline Skills Assessment
- ❖ Working Memory
- ❖ NFER Assessments
- ❖ Boxall
- ❖ RAPT
- ❖ THRIVE online profile
- ❖ Bell assessments

Although school can identify special educational needs, we do not offer diagnoses. School can refer to health services such as the ASD pathway or community paediatrician, as well as advising parents to contact their GP if they have concerns about their child's needs.

Once a child is identified as having special educational needs the SENCO and class teacher may invite parents to a meeting to:

- ❖ Inform them that their child is being placed at SEND support
- ❖ Discuss any assessments that have been completed
- ❖ Agree a plan of provision for the next term.
- ❖ Depending on the needs of the child it may be appropriate to discuss involvement of external agencies and starting the APDR cycle and information gathering for an Educational Health Care Plan (EHCP) submission.

If appropriate and depending on the age of the child they may be invited to attend all or part of the meeting. This is the start of the graduated response required in the Code of Practice, 'Assess, Plan, Do, Review'. Records of meetings will be kept using Edukey and copies made available for parents. Parents and children will be invited to meetings to review progress made, set targets and agree provision for the next term.



School Support

Any provision/action that is in addition to or different from that available to all will be recorded on an Individual Education Plan (IEP). The IEP will be written by the class teacher in consultation with the SENCO, support staff and, if appropriate, the pupil. It will detail the SMART targets set and will be agreed and signed by parents/carers. It will be reviewed at least twice a year.

Characteristics of SMART targets:

- ❖ **Specific:** Clearly define what you want to achieve
- ❖ **Measurable:** Quantify or suggest an indicator of progress
- ❖ **Achievable:** Ensure it's within your capabilities
- ❖ **Relevant:** Align with your overall objectives
- ❖ **Time-bound:** Set a deadline for completion

Once a need has been identified the child is placed on the school SEND register. As well as an IEP, each child on the SEND register will also have a ' Learning Passport' to support adults working with each child in meeting their individual needs.

Provision for individuals with SEND may include; access to different learning materials, programmes of work or special equipment. It may also include introducing group or individual interventions with a support assistant or additional pastoral support through our licensed THRIVE practitioners. The support will be led by the class teacher in partnership with the SENCO. This support will commence once it has been demonstrated that high quality teaching and adaptive learning arrangements, as part of normal classroom planning, support and interventions have been in place but are not enabling the pupil to make 'good enough progress', Assessment data will also be used to indicate whether a special educational need is providing a barrier to learning.

Interventions

We have a wide range of targeted interventions across school carefully planned and designed to meet the needs of all learners. These interventions are monitored through entry and exit data, this ensures that all learners have the opportunity to meet their full potential.

Interventions include:

- ❖ WELLCOMM Language Groups
- ❖ TalkBoost
- ❖ TalkAbout
- ❖ SEEMA
- ❖ Pre-Teach Vocabulary
- ❖ Colourful Semantics
- ❖ Ready to Listen
- ❖ Attention Autism
- ❖ Intensive Interaction
- ❖ Speech Therapy work (expressive language/ receptive language / grammatical)
- ❖ Tune Into Sounds
- ❖ SpeechBubble
- ❖ THRIVE 1:1 and group interventions
- ❖ Basic Body Awareness
- ❖ Body Awareness
- ❖ Dough Disco
- ❖ Sensory Circuits
- ❖ Busy Fingers

- ❖ Write Dance
- ❖ Letter Join Handwriting
- ❖ Mastering Memory
- ❖ Precision teaching
- ❖ Daily reading 1:1
- ❖ Catch Up/Keep Up Little Wandle Phonics
- ❖ White Rose Pre-Teach maths

Edukey

Children who require provisions to access learning beyond QFT and have involvement of external agencies require an IEP. This will ensure they make progress in line with their development, this may not be relative to their chronological age.

Edukey is used as a tool to create and review IEP's. Children's personal reports and SEN meeting minutes are also stored on Edukey to ensure class teachers are informed of the children's needs as well as having access to the information received from external agencies e.g. paediatrician letters, advisory teacher reports, educational psychologist reports etc.

Edukey is also used to support provision mapping across school, this takes into account the full scope of provision, group work and individual interventions, in order to identify and address potential barriers to learning that pupils with special educational needs and disabilities (SEND) may experience.

Edukey can also be used as a tool to share provision maps and IEPs with parents. However, we use Class Dojo as our main tool for communicating with parents and informing them of day to day events.

Progress towards targets set on Edukey will be tracked and reviewed through an Assess, Plan, Do, Review (APDR) model, and will be repeated as many times as is necessary. In many cases, such planning will mean that our pupils with SEND will be able to study the full curriculum

External Agencies

External agencies can be consulted should a child who has been placed on the school's SEND register;

- ❖ Continues to make little or no progress in specific areas over an agreed period.

- ❖ Continues to be working at levels significantly behind Age Related Expectations (ARE)
- ❖ Continues to have difficulty in developing English and maths skills.
- ❖ Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other children, despite having an individualised Positive Support Plan (PSP).
- ❖ Has sensory or physical needs that require additional or specialist equipment or regular advice/visits from a specialist service.
- ❖ Has ongoing communication or interaction difficulties that impede on the development of social relationships and cause substantial barriers to learning.

External agencies will be involved to provide further assessment, advice and strategies. The pupil will continue to have an IEP. The input from external services will help to inform the IEP short term outcomes and in planning for the needs of the child. Parents will be asked permission for referrals to be made to outside agencies. Pupils will be kept fully informed about their involvement.

Agencies can support in developing new targets and assisting in the measurement of progress against targets. St Aidan's accesses a number of agencies in order to support children with SEND including:

- ❖ LA Educational Psychologist
- ❖ NHS Speech and Language Therapists
- ❖ Speech Bubble – Speech and Language Therapist within school
- ❖ School Nurse Medical Services
- ❖ Occupational Health
- ❖ Children's Social Care
- ❖ Mental Health Support Team (MHST)
- ❖ SEND Support Service- includes advisory teachers in a variety of areas including Early Years, Social, Emotional and Mental Health (SEMH), Autistic Spectrum Disorder (ASD), Developmental Language Disorder (DLD) and Physical Disabilities (PD), Visual Impairment (VI), Hearing Impairment (HI) Complex Learning Needs (CLN)
- ❖ Pupil Referral Unit
- ❖ The Heights Free School
- ❖ ADHD Northwest
- ❖ Young Carers
- ❖ SENDIASS (support for parents)
- ❖ Parents in Partnership (support for parents)

Mental Health and Well-Being

St.Aidan's Primary Academy is committed to ensuring we support the mental health and wellbeing of our pupils. We recognise that there are a number of lifestyle factors and school-based risk factors that can impact upon children's mental health and wellbeing. Furthermore, we recognise that those with special educational needs are vulnerable to mental health and wellbeing risk factors. In order to support SEND pupils with their mental health and wellbeing, we aim to:

- ❖ Create a whole-school environment emphasising inclusion and co-operation
- ❖ Develop children's understanding of difference and ensure that all pupils value difference in others
- ❖ Support children with SEND to feel accepted and to belong to our school community
- ❖ Tackle bullying and discrimination
- ❖ See children and young people as a 'whole' rather than just focusing on their disability or specific needs
- ❖ Be alert to early signs of escalating mental health needs and seek advice from external agencies where appropriate.

THRIVE

The Thrive Approach is a dynamic, trauma-informed approach designed to meet the emotional and social needs of all children and young people. It is informed by neuroscientific research (studies of the brain), and is underpinned by child development theory, attachment theory and research into creativity, play and the arts. Fundamental to the Approach is the finding from neuroscientific research that children's brains develop in response to their experiences in relationships. This means that if we want to support optimal development in children, we need to understand their specific social and emotional needs at each age and then provide them with the right set of experiences and relationships to meet those needs.

This approach has recently been introduced in order to help children develop their self-regulation skills and support them when they are experiencing challenging life issues. Ultimately, helping them to develop self-confidence and lifelong coping strategies. When they are supported in

this way, they are able to learn more easily and that means less worry for parents.

The THRIVE approach targets children's emotional needs through one to one, small group and whole class approaches, depending on the lived experience and needs of each individual child. Qualified THRIVE practitioners work with children with complex emotional profiles on a one-to-one basis, offering regular time-tabled support.

Our THRIVE licensed practitioners are;

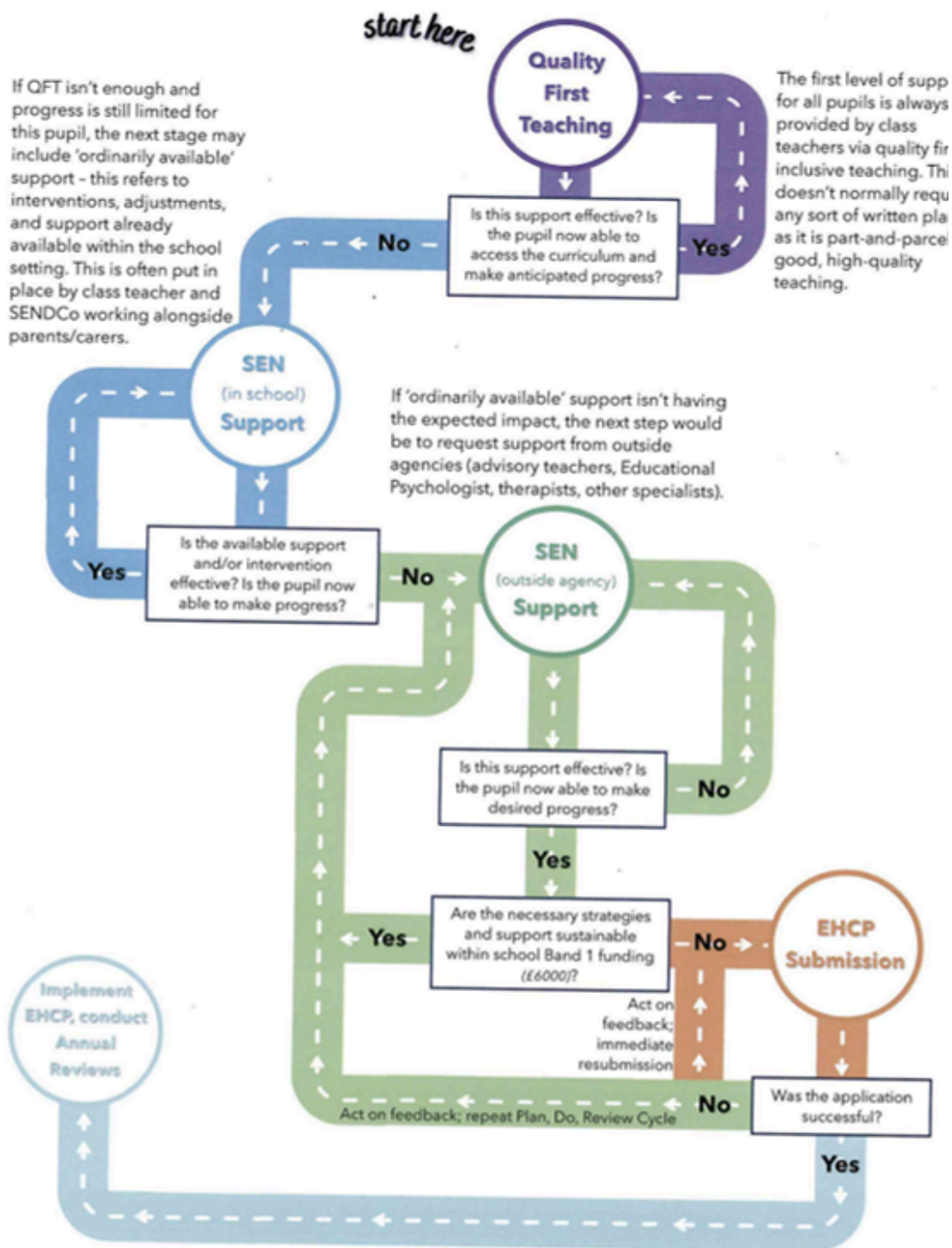
- ❖ Mrs Liddiard
- ❖ Mrs Mohamed

Educational Health Care Plans (EHCPs)

The SEND budget that school receives each year is currently managed to ensure funding is specific and effective in meeting the need, provision, progress and achievement of all SEND pupils. Should a pupil continue to demonstrate a significant cause for concern, despite additional support a request for an Education, Health and Care Plan (EHCP) may be made to the Local Authority (LA).

The LA Statutory Assessment Panel considers the needs of the child and whether their criteria are met to pursue a EHCP request. Prior to the application for an EHCP an 'All About Me Meeting' will be arranged for parents/carers, the child, the LA SEN Officer and the school together with any health or social care professionals who may be involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.

Applying for additional support for a pupil can be a difficult process. The following (somewhat simplified) flowchart illustrates the stages involved in what can be a lengthy process for an EHCP application.



All pupils receiving SEN support will have their progress monitored on a regular basis, at parents' evenings and termly parent/teacher meetings. The SENCO may be part of that review as well as a representative from any outside agency that may be involved. If a pupil has an EHCP then their progress is also discussed during the Annual Review meeting. The pupil, parents/carers, all teaching staff and agencies working with the pupil are invited to contribute to the review. A representative from the Local Authority is also invited.

Roles and Responsibilities

The Headteacher has responsibility for the day-to-day management of SEND. The SENCO in collaboration with the Headteacher and the governing body

plays a key role in determining the strategic development of the SEND policy and the provision in school in order to raise the achievement of children with SEND. This includes:

- ❖ Overseeing the day-to-day operation of the school's SEND policy
- ❖ Coordinating the provision for children with SEND
- ❖ Liaising with and advising class teachers
- ❖ Managing support assistants
- ❖ Overseeing the records of children with SEND
- ❖ Liaising with parents/carers of children with SEND
- ❖ Contributing to the professional development of staff
- ❖ Liaising with external agencies.

There will be a named governor for special educational needs, but the Local Governing committee as a whole is responsible for making provision for pupils with special educational needs by:

- ❖ Having responsibility for the implementation of the SEND policy
- ❖ Being involved in developing and monitoring the SEND policy
- ❖ Having up to date knowledge about the school's SEND provision, including funding Knowing how equipment and personnel resources are deployed
- ❖ Ensuring that SEND provision is an integral part of the School Development Plan
- ❖ Ensuring that the quality of SEND provision is continually monitored
- ❖ Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- ❖ Liaising with the Headteacher, SENCO and staff
- ❖ Reporting annually to parents on the implementation of the SEND policy and any changes during the last school year.

Class teacher's role

All our class teachers are trained to work with children with SEN and deliver Quality First teaching. They all have access to advice, information, resources and training to enable them to teach all children effectively. The role of all class teachers involves being able:

- ❖ To identify the Special Educational Needs of individual children in their class

- ❖ To contribute and maintain the 'Passports to Learning' for all SEND children in their class
- ❖ To know which pupils in their class have additional needs and to ensure that the planning and delivery of lessons is adapted and supported appropriately
- ❖ To regularly assess and monitor progress of the SEND children in their class, recognising poor progress and supporting the SENCO to review provision and strategies
- ❖ To set individual targets for children (IEPs) with SEND and contribute to planning targets for those with EHC Plans
- ❖ To ensure targets are reviewed with parents (and child if appropriate) termly
- ❖ To ensure that Support Assistants are supporting children in their class, as directed.
- ❖ To provide experiences that are appropriate to the needs of the child
- ❖ To attend relevant training courses

Support Assistant's role

- ❖ To carry out activities and learning programmes planned by the class teacher or SENCO
- ❖ To keep records of individual work carried out with pupils as requested
- ❖ To support children in class or when necessary supporting individual children and small groups
- ❖ To support the delivery of adaptive teaching approaches
- ❖ To attend relevant training courses
- ❖ To be aware of the school's SEND policy.

Adaptive and Responsive Teaching

Adaptive and responsive teaching refers to a flexible teaching approach where educators constantly monitor and adjust their instruction based on the individual needs and progress of each student in real-time, ensuring all learners receive targeted support to reach their full potential, rather than following a rigid lesson plan; key aspects include frequent formative assessment, flexible grouping, and adapted activities to cater to diverse learning styles.

Key points about adaptive and responsive teaching:

- ❖ **Focus on individual needs:** Teachers actively assess each student's strengths and weaknesses to tailor instruction accordingly.

- ❖ **Flexibility in delivery:** Lesson plans are adaptable to meet the moment, allowing for adjustments based on student understanding and engagement.
- ❖ **Formative assessment:** Regular checks for understanding through questioning, observation, and quick activities inform teaching decisions.
- ❖ **Differentiated instruction:** Providing various learning activities and support levels to cater to different learning styles and abilities.
- ❖ **Scaffolding:** Offering temporary support to students as needed, gradually fading away as they become more independent.
- ❖ **Positive feedback loop:** Providing timely and specific feedback to students to guide their learning and identify areas for improvement.

Benefits of adaptive and responsive teaching:

- ❖ Increased student engagement and motivation
- ❖ Improved learning outcomes for all students, regardless of ability level
- ❖ Promotes a more inclusive classroom environment
- ❖ Develops self-regulation skills in students as they learn to take ownership of their learning

Adaptive Teaching for SEND in Mainstream Provision

High quality teaching is crucial to the progress of pupils with SEND and teachers are vital orchestrators of 'Assess, Plan, Do, Review (The Graduated Response) detailed within the SEND code of practice.

According to the SEND Code of Practice ' lessons should be planned to address potential areas of difficulty and remove barriers to pupils' achievements. In many cases such planning will mean that pupils with SEND will be able to study the full curriculum. P.94 - para 6.12

The starting point is to know our pupils - what they like, what they know, what works for them in order to access new learning etc; knowing what does not work is also equally important.

We aim to;

- ❖ Create a positive and supportive environment for all pupils, including those without SEND, without exception
- ❖ Build an ongoing, holistic understanding of pupils and their needs
- ❖ Ensure all pupils have access to high quality teaching
- ❖ Complement high quality teaching with carefully selected small group and one to one interventions
- ❖ Work effectively with teaching assistants

Some strategies used include;

- ❖ Scaffolding
- ❖ Explicit Teaching
- ❖ Optimising Intrinsic load
- ❖ Reducing extraneous load
- ❖ Segmenting and sequencing learning
- ❖ Reducing redundant information
- ❖ Reducing classroom distractions
- ❖ Diagnostic assessments
- ❖ Teacher modelling
- ❖ Technology
- ❖ Cognitive and Metacognitive strategies
- ❖ Flexible groupings
- ❖ Pre-teach vocabulary
- ❖ Pre-teach examples
- ❖ Question prompts
- ❖ Knowledge and graphic organisers; e.g. Venn diagrams, mind maps, semantic maps, chronologies/events chains, widgets

Safeguarding Children with SEND

Working together to safeguard children 2023 is a guidance document that outlines how to protect and promote the welfare of children and young people in England. The 2023 edition replaces the 2018 edition and includes several new changes, including:

Multi-agency working

New expectations for all agencies and organizations working with children and their families

Working with parents and carers

New principles for building positive, trusting relationships with parents and carers

Roles and responsibilities

Clarified roles and responsibilities for safeguarding partners, including the distinction between Lead Safeguarding Partners (LSPs) and Delegated Safeguarding Partners (DSPs)

Education and childcare

The role of education and childcare providers in safeguarding arrangements is emphasized

Early help

Early help assessments should consider the needs of different family members, including those relating to education, mental and physical health, and more

Accountability

Accountability is strengthened

The document's definition of safeguarding is "the action that is taken to promote the welfare of children and protect them from harm". This includes:

- ❖ Preventing children from abuse and maltreatment
- ❖ Providing help and support to meet the needs of children as soon as a problem emerges
- ❖ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Children with SEND, in particular those with communication needs, are more vulnerable than their peers. In order to ensure our most vulnerable children are safe and have their needs met we use the Disability Distress Assessment Tool (DisDAT) to document a wide range of signs and behaviours of distress and when the individual is content.

Disability Distress Assessment Tool **DisDAT**

Client's name: _____ Gender: _____
DOB: _____ Age: _____
Ethnicity: _____
Your name: _____ Date completed: _____
Name of others who helped complete this form: _____

DisDAT is intended to help identify distress cues in people who because of cognitive impairment or physical illness have severely limited communication.

DisDAT is designed to describe a person's usual content cues, thus enabling distress cues to be identified more clearly. **NOT** a scoring tool. It documents what many staff have done instinctively for many years (i.e. providing a record against which subtle changes can be compared). This information can be shared with the client or patient to any environment. **Only the first step.** Once distress has been identified the usual clinical response has to be made by professionals.

Meant to help you and your client or patient. It gives you more confidence in the observation skills you already have which in turn will help you improve the care of your client or patient.

INSTRUCTIONS FOR USING DisDAT ARE ON THE BACK PAGE

SUMMARY OF SIGNS AND BEHAVIOURS	
Appearance when CONTENT Face Eyes Tongue/jaw Skin	Appearance when DISTRESSED Face Eyes Tongue/jaw Skin
Vocal signs when CONTENT Sounds Speech	Vocal signs when DISTRESSED Sounds Speech
Habits and mannerisms when CONTENT Habits Mannerisms Comfortable distance	Habits and mannerisms when DISTRESSED Habits Mannerisms Comfortable distance
Posture & observations when CONTENT Posture Observations	Posture & observations when DISTRESSED Posture Observations

Admission Arrangements & Inclusion

All admissions to St Aidan's Primary Academy are based on the school's Admissions Policy. There are no differentiations made between pupils with or without special educational needs. Parents/Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. The school has two disabled toilets, one with a shower.

St Aidan's Primary Academy admits all pupils in line with Blackburn with Darwen policy. No child is refused a place because they have a Special Educational Need or Disability, with or without an EHCP. The school has an inclusive policy and aims to integrate and include children with SEND wholly into school life, whenever possible, and make the schools EYFS framework and the National Curriculum accessible to all.

The pupils are encouraged to help and support children with SEND and to value diversity. School trips take into account the nature of the child's SEND and provision will be made in order to allow all children to take part. The school is proud of the achievements of children with SEND, who have completed challenging visits successfully.

Prospective parents and children are welcome to look round school at any time, preferably by appointment. In addition, parents and children starting Reception receive the benefit of a parent/teacher home visit with our Reception teacher. The Headteacher and the SENDCO are always available to discuss concerns prospective parents may have regarding their child's needs.

SEND Specialisms

The SENDCO has achieved the National Qualification for SEN Co-ordination. There are no specialist units in school.

- ❖ All staff have received THRIVE and The Bell Foundation training
- ❖ We have 2 trained THRIVE practitioners who offer counselling to children that need it. Our Mental Health First Aider in school is Miss Susan Keegan

- ❖ We have a THRIVEHive specifically designed to meet the wellbeing needs of all our pupils. Our practitioners run sessions 5 afternoons per week
- ❖ Children with SLCN has access to a private speech and Language Therapy service once a week through Speech Bubble

Partnership with Parents

The school encourages a strong relationship with parents, recognising them as the child's first educators and valuing their knowledge and wishes. At all times parents will be informed of and involved in their child's progress through the various stages.

It is hoped that they will become involved in and support the individual educational plans. The school welcomes their comments and invites them to come into school regularly to discuss the progress of their child on an informal basis, or a formal basis at review times and parents' evenings.

The school also has 'SEND Coffee Mornings' each half term. This provides our parents with regular opportunities to make links with other parents of children with SEND, share their experiences and support each other through their shared understanding of meeting the needs of a child with SEND, and how challenging this can be at times. Outside agencies are also invited to attend and provide more information about their services role, to ensure parents are well informed of the wider services beyond school that they can access if needed.

For those parents who are in need of further support, meetings can be provided in conjunction with Blackburn with Darwen Parent Partnership. These will enable parents to meet professionals from outside agencies, learn about the Code of Practice and enable them to support each other.

Arrangement for the Resolution of Disagreements

Parents may complain about the provision of the children with SEND at any point.

They may

- ❖ Speak to the class teacher,
- ❖ Speak to the SENDCO, with or without the class teacher
- ❖ If provision is still not satisfactory, the SENDCO will arrange a meeting with the headteacher, parents, and class teacher.

These stages are all informal. If the parents are still dissatisfied, that they may formally complain;

- ❖ To the governing body
- ❖ If parents still have concerns about the schools SEND provision for their child they may wish to make a formal complaint to the Local Authority.

The school welcomes meetings with parents and would always seek to resolve any disagreement informally. Information about Blackburn with Darwen 'Parent Partnership' is clearly displayed around the school. The parent partnership aims to

- ❖ Offer support to parents during the educational assessment processes
- ❖ Provide training for parents on all aspects of SEND assessment processes (Independent parent supporter - IPS)
- ❖ Link parents with a trained volunteer
- ❖ Improve communication between LEA, parents, schools and other professionals
- ❖ Encourage links between parents and voluntary groups and support organisations
- ❖ Encourage and support schools and further developing links with parents

The child's class teacher and SENCO work closely with parents at all stages of their child's educational journey and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual school procedures, parents can also request support from the SENDIASS service who will work with both parents and school to ensure each individual has the appropriate adaptations in place to support their individual needs.

Review

This policy will be revised and updated as necessary and appropriate, to take into account both local and national arrangements for the provision of children with SEND. This process will otherwise take place annually in consultation with staff, governors and other involved personnel.

Parents can access information regarding school's provision at

<http://www.bwblocaloffer.org.uk/kb5/blackburn/directory/localofferpage>

Evaluation of Success

The governors will evaluate the success of this policy within the school by enquiring about how effectively pupils with SEND participate in the whole curriculum and all activities. Governors' judgements will be based on an overview. They will not enquire into individual cases.

Links to Other Policies

For more information please also see the;

- ❖ **SEN Information Report 2024**
- ❖ **Behaviour, Relational and Routines Policy 2024:** Details how the school addresses challenging behaviors that may be linked to SEN.
- ❖ **Accessibility policy:** Describes provisions for students with physical disabilities that may also impact their learning.
- ❖ **Equality policy:** Outlines commitment to supporting all students, including those with SEN, regardless of background.
- ❖ **Safeguarding policy:** Explains how the school protects students with SEN from potential risks.

Policy created by : Stacey Liddiard (SENCO)

Date completed : October 2024

Review date : October 2025