

St Bernadette's Catholic Primary School

# SEND Policy



“Doing our best for God”

**St. Bernadette's is a welcoming, happy, peaceful and extremely successful Catholic Primary School. Our children feel safe and everyone is valued, respected as an individual and encouraged to achieve their full potential.**

**We live our daily lives with our motto (Pro deo Optima- doing our best for God) in our thoughts and we ensure our children follow our mission statement.**

### **Definition of Special Educational Needs or Disability (SEND)**

A child or young person has SEN if they have a learning difficulty, disability or a special individual learning need which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- 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 schools or mainstream post-16 institutions.
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraphs above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Disabled children and young people**

Many children and young people who have SEND may have a disability. The Equality Act 2010 defines disability – that is ‘...a physical or mental impairment which has a substantial and long term effect on that person’s ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids or services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
  - [Special educational needs and disability code of practice: 0 to 25 years, January 2015](#)  
Department of Education & Department of Health
  - [The Equality Act 2010 and schools May 2014](#)

## Introduction

This SEND policy details how St Bernadette's will ensure that the necessary provision is made for any pupil who has SEND and their needs are met to enable them to access all areas of the curriculum. We are a fully inclusive school and all of our staff are committed to ensuring that every child meets their potential at St Bernadette's. We firmly believe in the 'parents as partners' philosophy and include parents as much as possible in the learning journey for their child.

We will have regard to the *Special Educational Needs Code of Practice* when carrying out our duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs. We encourage them to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Identification, Assessment and Provision

Provision for children with SEND is a whole school matter. The Governing Body, SENDCo and all other members of staff have important day-to-day responsibilities. The majority of classes have children who require additional support and the SENDCo and teaching staff communicate regularly to ensure we are meeting those needs. We value that it is a whole school responsibility and aim for every child to reach their full potential through necessary interventions or provision maps.

## Identification and Provision

At our school, we have a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities of our children. We assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. We also carry out termly assessments to provide a continuous cycle of learning and keep track of children's progress.

The SENDCo and the child's class teacher will then use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure continuous observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.
- Identify the need for any necessary referrals to have additional services to support the child.

If we identify a child to have special educational needs and their first language is not English, it requires particular care. Many of our children with English as an additional language are excellent learners due to their bilingual skills. However, where there is uncertainty about an individual child the teachers will look thoroughly at all aspects of a child's achievement in different areas of learning to establish whether the difficulties they have in the classroom are due to limitations in their command of the English language or arise from SEND.

In order to help children who have SEND, we will adopt a graduated response that recognises there is a continuum of special educational needs and disabilities, and bring in increasing specialist expertise to support learning. We will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and available as needed. If it is decided the child needs to be referred for a statutory assessment in order to best meet their needs, we will provide the Local Authority with a record of our work with the child, including support already provided.

### The Role of the Special Educational Needs and Disability Coordinator (SENDCO)

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Our approach is based on the principles set out in the Special educational needs and disability code of practice 2015 and they are designed to support:

- The participation of children, their parents and young people in decision-making.
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.

### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or better the child's previous rate of progress, · Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Falls significantly below age related expectation in Reading, Writing or Maths.

## **Support Plan**

When a class teacher or the SENDCo identifies a child with SEN, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Special educational needs support plan. The triggers for intervention will be supported by evidence, about a child who despite being provided with differentiated learning opportunities makes:

- Little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. They may also be given support from a teaching assistant outside of the classroom in a 1-1 or small group setting to encourage their learning to develop and help to remove their barrier/s.

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. Wherever possible the parent and child will be invited to be part of the decision making.

The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessments.

Interventions to meet the needs of the child may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to Local Education Authority support services for one-off or occasional advice on strategies or equipment.
- Blackpool Local Authority Learning Leads SEND Network and Cluster Groups.

## **Recording on an Agreed Standardised Format**

Strategies employed to enable the child to progress will be recorded on a SEN Support Plan. The Plan will include information about:

- The short-term targets set for the child.
- The teaching strategies and/or behaviour strategies to be used.
- The provision to be put in place.

When the plan is to be reviewed (usually each half term).

- Outcomes (to be recorded when Plan is reviewed and evaluated).

The SEN Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a maximum of three individual targets that match the child's needs and have been discussed with the child and the parents.

The Support Plan will be reviewed every half term and parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

**ASSESS** - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we will identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists, and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that makes them key players in their child's learning process. Parents and pupils will receive a copy of the plan, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning

### **School Request for an Education Health Care Plan (EHCP)**

The purpose of an EHCP is to make special educational provision:

- To meet the special educational needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.



Where a request for this is made by the school to the Local Authority, the child will have demonstrated significant cause for concern. The Local Authority will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support Plans. This information may include:

- SEN Support Plans or Behaviour Support Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- Views of the parents and of the child.

### EHCP Assessment of Special Educational Needs and Disability

This assessment involves consideration by the Local Authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's SEND is necessary. A child will be brought to the Local Authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the Local Authority suggests that;

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

In this case, the Local Authority will consider the case for an EHCP assessment of the child's special educational needs. The Local Authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an EHCP.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school SEN Support Plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

### Annual Review of Educational Health Care Plans

All statements /plans must be reviewed at least annually with the parents; the pupil, the Local Authority, the school and professionals involved invited to consider whether any amendments



need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. We work with the Primary Inclusion Team in transition and local High schools to discuss with you then setting that will best meet the needs of the child. It will then be possible for parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SENDCo of the receiving school will be invited to attend the final annual review in primary school of pupils with an EHCP to allow the receiving school to plan an appropriate SEN Support Plan to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

We hope you have found the information contained in St Bernadette's SEND policy helpful and informative, and it explains how we help children feel safe, valued, respected as an individual and encouraged to achieve their full potential, no matter what their special educational needs or disabilities may be.

### **Monitoring and Review**

This policy is monitored by the Governing Body and SENDCO and it will be reviewed every year or earlier if necessary.

Reference:

- Special educational needs and disability code of practice: 0 to 25 years, January 2015  
Department of Education & Department of Health
- The Equality Act 2010 and schools May 2014

**Signed: Olivia Dowling**

**Date:** December 2020

**Review Date:** November 2021