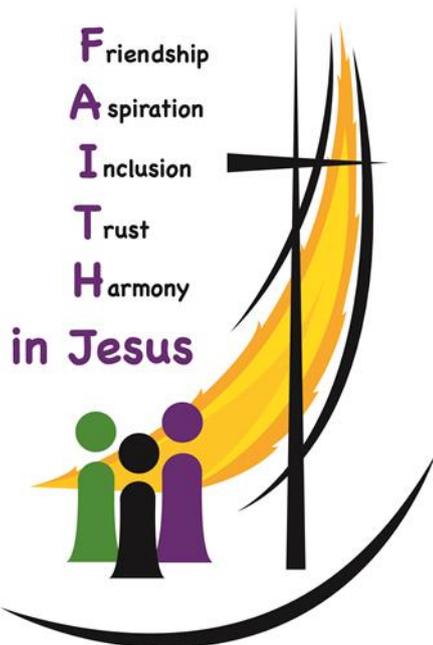


Special Educational Needs and Disabilities Policy



Learning Knows No Bounds



Reviewed by Governing Body

28/04/21

Review due: Summer 2024

Special Educational Needs and Disabilities (S.E.N.D) Policy

Basic principle:

We have high expectations of all our children. We are committed to ensuring all children achieve and enjoy achieving their potential, whilst making a positive contribution to both school and the wider community by understanding that all children have a right to an education that enables them to make progress so that they:-

- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition into becoming an adult – whether that is into further and / or higher education, training or work.

The specific aims of our SEND policy include:

- ensuring a pupil's special educational needs will be identified early
- to create a profile of children with a Special Educational Need and Disabilities
- to create a profile of children with individual needs (whose needs are not as significant as those defined Special Educational Needs or Disability Code of Practice)
- to ensure that the needs of children with Special Educational Needs are met
- to ensure that all learners make the best possible achievement by setting individual targets regularly (that are monitored and inform Learning Passports)
- to monitor provision and use resources effectively (including human resources)
- to review EHC (Education and Health Care) plans annually in the first place (in line with regulations) or when necessary (following changes to need, circumstances or the level of provision required)
- to ensure that all pupils have access to curriculum (at an appropriate level) and to the wider school curriculum (namely extra- curricular activities)
- to ensure that parents are consulted and kept informed of their child's Special Educational Need, are involved in the provision being made and are given the opportunity to contribute their views to the Learning Passport
- to ensure that all learners express their views and are fully involved with the decisions which affect their education (where appropriate)
- to ensure that all appropriate adults are involved in feedback and evaluation of progress (formally or informally).
- to promote effective partnerships and involve outside agencies, when necessary (using their strategies to inform Learning Passports)
- to develop a child's independence (in all aspects of life)

Priority aims

To ensure early identification of pupils with a special educational need and barriers to their learning

To ensure that all learners make the best possible achievement

To ensure that the child and their family are involved in the provision made including: target setting, feedback and the evaluation process.

To monitor provision and use resources effectively

The role of the coordinator:

- Strategic development of SEND policy/provision (with governing body)
- Day to day responsibility for policy/provision
- Responsibility to address causes for concern and identify a child's need, with support from advisory teachers where necessary.

- Deploying trained members of staff to carry out initial, baseline or evaluative assessments to identify a possible area of need/ to measure impact of provision
- Carrying out initial, baseline or evaluative assessments
- Create a timetable of group provision based upon initial/ baseline assessments
- Create an overview of needs and strategies for individual children
- Providing professional guidance to teachers
- Sustaining effective teaching and learning by monitoring agreed actions, such as progress, Learning Passports, PIVATS, provision (individual and group), impact of teaching assistants, impact of provision and differentiation.
- Setting targets – providing appropriate advice to enable class teachers to set effective targets.
- Collaborating with curriculum subject leaders
- Managing teaching assistants (with the deputy head teacher)
- Collecting and submitting evidence for E.H.C applications
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies
- Organising meetings/multi-agency meetings, providing an agenda for the meetings (where possible) , chairing these meetings, creating and distributing minutes of these meetings

The Role of the class teacher

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The teacher should remain responsible for working with the child on a daily basis.
- They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- To use formative assessment accurately alongside expectations of progress to identify children who may not be making expected progress.
- To provide high quality teaching, differentiated for individual pupils as a first step to overcoming a child's difficulty (keep up not catch up)
- To discuss progress with children and parents each term to identify aspects which they consider to be a strength and areas of learning that they would like to improve – This is a vital part of planning for children with SEN and should inform decisions in drawing up the learning passport
- To liaise with the SENCo bringing relevant information and data to inform discussions about next steps.
- To act on recommendations made by specialists e.g. from Education or Health services in order to support children's progress towards targets, ensuring that they have a clear understanding of how the action will help a child reach the expected outcome
- To assist in the drawing up of appropriate targets for children and actions to support their achievement.
- To use their own assessments and evaluations, and those of support staff to measure progress towards achievement of a target and how to adapt it / remove it going forwards to ensure that interventions are matched appropriately to need.
- Where a child is supported by an EHCP, class teachers will provide a report outlining the school's view on the child's progress towards end of key stage outcomes and provision made over the previous year.

Definitions

(Special educational needs and disability code of practice: 0 to 25 years – January 2015)

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

xv 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.

xvi A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. 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).

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition 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

Early identification

Pro-active assessment in the Early Years and Key Stage One, enables us to identify any needs and put into place the necessary strategies, interventions and targets to promote high aspirations

Reception

During the Autumn term

- Reception children will be assessed using the British Vocabulary Picture Scale (BPVS) and the Derbyshire Language Scheme (DLS) materials. These provide an early screen and inform our baseline. DLS assessment is also used as a diagnostic tool to identify children who may benefit from additional language support.
- Reception children are also assessed using ‘The Ravens Non-Verbal Reasoning Cognitive assessment’ to identify any discrepancies between a child’s potential and their academic achievement. Any discrepancies will trigger a further assessment.
- All Reception children take part in the Body Awareness programme during the first half term in order to secure their gross motor development (muscle strength and tone, stability and control, motor planning and sequencing). Any children who appear to be evidencing further difficulties will be screened using the BwD motor skills baseline assessment.

- At the end of the first half term, Reception children will also be screened for their readiness to make good progress as they start the more formal phonics programme, using the Ready For Sounds assessment
- Children in Reception will be re-screened for any motor skills difficulties using the motor skills baseline assessment.
- All Reception children and those in years 1 and 2, will be assessed using the YARC assessment for reading at the end of the Summer term to determine any comprehension and/or decoding difficulties.
- Children in Reception are assessed every half term in order to judge their rates of progress, especially their grasp of early phonic work (phases 1 and 2)

Year 1

- The Year 1 cohort will be screened to enable early intervention using the EkLan Language for Learning screener to establish any continuing receptive language difficulties

The outcomes of these screens, where relevant, will be passed to the next class teacher and **could** involve a child being part of an individual or group intervention, a meeting with parents, placement on our SEN profile or within the 'On Watch' file, a PIVATS profile and / or a Learning Passport being created or a referral to an outside agency.

Throughout school, children's needs are constantly being assessed and identification of barriers to learning can occur at any point in a child's journey. (See below – other methods of identification)

Monitoring

Foundation Stage- A child's Foundation Stage profile will be monitored. An overall low profile would trigger further investigation as would 'dips' in specific areas of the profile.

Progress for most children in school is monitored using the Insight computer based system. Children are judged to be working at greater depth, on track to reach age related expectations (ARE), just below or below. Children working below expectations will be assessed further by the SENCo or individuals who have been trained to assess for specific interventions (at any point in the year). It is likely that children judged to be below will be identified as needing further support or intervention.

Progress for a small number of children will also be measured using PIVATs. The use of PIVATs for some children enables school and parents to see small-steps in the progress being made. The PIVATs profile can also be used (in conjunction with other information) to inform targets on the Learning Passport. Any issues will be picked up through monitoring or through the systems in place above. *NB For some children a PIVATS profile is not appropriate, their progress can be monitored against earlier learning, also a child's specific need may have no impact upon their academic achievement.*

At this time (April 2021), school staff are also trialing the use of the AET (Autism Education Trust) progression framework for children with needs identified on the autistic spectrum. For these children, PIVATs often offers irrelevant learning steps.

Throughout the year all progress is monitored by the Head teacher and Governors and any issues are investigated further.

Children are also assessed annually using statutory assessments

- EYFSP for children in Reception
- Year 1 phonics check
- End of term Statutory Assessment Tasks and Tests (SATs) for Year 2 and Year 6
- Optional NFER tests for other year groups.

Other methods of identification

In addition to monitoring as a method of identification, if a class teacher has any concerns with regards to a child's educational needs, then they discuss their concerns with the SENCo. Opportunities also arise during the regular pupil progress meetings. Parents can also signal concerns by speaking to the class teacher or making an appointment to speak with the SENCo. These discussions will include any strategies that have already been attempted as well as details about the concern. The discussion also establishes the proposed next steps.

S.E.N.D specific assessments

Once any issues have been identified or raised, further assessments or observations will be carried out. Further assessments could include;

- Better Reading Screener
- Boxall Profile
- British Picture Vocabulary Scale (receptive language)
- Digit Span Test (Working memory)
- Diagnostic Reading Test (for accuracy and comprehension)
- Eklan –Language for learning assessment
- Fisher Family Trust screener
- Good Enough Draw a Man
- Gross Motor baseline assessment
- NELI – Nuffield Early Language Intervention assessment
- PhAB2 (for phonological awareness / risk of dyslexia)
- Ravens (non-verbal reasoning)
- Ready for Sounds (for phonological awareness)
- Sandwell – diagnostic maths assessment
- Single Word Spelling Test
- TALC (Test of Abstract Language Comprehension)
- Visual Perception
- YARC assessment

The analysis of these assessments will be used to indicate possible needs, inform strategies or be used to suggest inclusion and a particular intervention.

The outcomes of these screens would involve a child becoming part of the **Graduated Response**

The graduated response

A graduated response to special educational needs will be made dependent on the progress made by individuals. This response is recorded (see appendix 1)

The three step approach

We accept and use the 3 Stage approach.

All children who have been identified as requiring support/strategies that are additional to, or different from the normal curriculum will be noted on the school register of SEND.

1.Support given by school

Parents will be informed at this stage (although they may already be aware of any concerns and have given consent for further assessments to be carried out).

The class teacher will begin a Learning Passport (informed by assessment) for the child and to share with parents; differentiate teaching and learning accordingly; and be aware that the child may need to be

involved in group or individual interventions (as timetabled by the SENCo or class teacher). These targets and progress will be monitored termly in a review meeting which may include the SENCo.

2.Support informed by other agencies

If the child is not making adequate progress against the targets that have been set through the support given by school, advice may be sought from outside agencies. This will involve meetings with all staff concerned with the child and must be supported by parents. Written consent is required. External agency staff will provide school staff, parents and the child with help, advice and more detailed assessments (if necessary).

This advice will always inform the strategies detailed on a child's Learning Passport.

These targets and progress will be monitored over a half a term. Several agencies may be involved with a child in order to ensure the most effective support is being given.

3.Education, Health and Care plan

If a child's needs are significant and school cannot support them using their own resources, then, in consultation with the class teacher, parents and other agencies an application for an Education, Health and Care plan will be made by the SENCo to the Local Authority (LA).

The focus of these plans is on the long-term outcomes to be achieved as opposed to the provision to be made.

If the Education, Health and Care panel finds that a child has significant difficulties; the school has sought advice from the relevant professionals; and is spending above the £6,000 expectation, then top-up funding may be made available.

This plan is reviewed annually. An annual review will, when possible, be attended by all agencies involved with the child, parents/carers and the child themselves (where appropriate). The findings at the annual review are reported to the LA and copies made available to all relevant parties.

Education, Health and Care panel submissions

A decision will be made to arrange a multi-agency meeting to make a decision to proceed to panel (for an EHC). The Educational Psychologist MUST attend this meeting.

If a decision is made to proceed to panel the SENCO will follow Blackburn with Darwen's guidance for panel submission.

Learning Passport

A child's Learning Passport will be updated regularly and is intended to be a working document. It is discussed and informed by discussions with children and their parents (see partnerships with pupils and parents below). It will also be shared with all appropriate adults and most importantly the child themselves. These Learning Passports will be driven by the expectations for the year group or a child's PIVATS profile (depending upon the child). It will also include additional targets from other professionals and/or those set out in the EHC.

Strategies from other agencies/ advisory teachers must be included in the Learning Passport and be clearly referenced.

Partnership with the pupils

Pupils are involved in decisions regarding their progress (Assertive Mentoring Meetings). Discussions may focus on success and /or difficulties with work within the classroom, or the results of assessments. Children's comments will be considered in the development of their Learning Passport and where appropriate, inform next steps.

Alternatively, discussion may be of a more informal nature focusing on the child's interests or achievements.

At EHC annual reviews, children's views and opinions will be discussed as part of the agenda informed by the child's one page profile if they are not attending the meeting personally.

Partnership with the parents

Parents are a child's first educator. We will actively seek a close liaison with parents at every stage when considering a child's Special Educational Need.

Class teachers and the SENCO will inform parents of areas of concern that they may have about children. Following any further assessments a meeting will be arranged to inform parents of findings and next steps.

A further meeting will be arranged before support is informed by outside agencies. Parental permission and will be sought and signed consent required before any outside agencies become involved with a child. The outcomes of such involvement will be fed back to parents.

Similarly, parents are actively involved in any multi-agency meetings and will be an integral part to any decision regarding EHC panel submissions. Their views will be submitted to the panel alongside the views of school and other professionals.

Parents will meet with the SENCO and class teacher to discuss Learning Passports three times a year at the review meeting. These discussions will involve the outcome of any completed targets or interventions and the proposed next steps. Any comments or suggestions a parent wishes to make will be added to the Learning Passport at this time.

We recognise this is a sensitive area for parents and will endeavour to support them. A handbook is available to parents (created as a result of a working party with parents of children with SEND) as an additional means of support. This will be given to parents at the beginning of the Graduated Response.

The Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

Our contribution to the Local Offer is reviewed annually; and any amendments or updates will be made accordingly.

Information Report

Schools have additional duties under the Special Educational Needs and Disability Regulations 2014.

Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEND.

Our Information Report is available either on our school website or by request and is reviewed annually. Any amendments or updates will be made accordingly.

Provision

Provision will be recorded in a child's Learning Passport and can include:

Strategies for Inclusion:

These are reasonable adjustments that should be made to enable a child to access the curriculum being made available to their class mates. The strategies begin as being broadly generic in nature, and are those which typically support a child with a given barrier to learning e.g. for a child with receptive language difficulties it is typically helpful to use the child's name prior to giving an instruction, to make instructions clear and simplified, to use visual strategies to support etc. Over time they will become more specific to an individual e.g. a child with dyslexic tendencies may benefit from the use of a coloured overlay or coloured paper – this detail will be added as necessary. Children's preferences change over time – younger children will often happily use equipment such as a 'talking tin lid' but may not like them

as they get older. Class teachers should amend accordingly as part of their termly review. In particular it should be noted if strategies are particularly effective or ineffective.

Targeted support

Often taking the form of specific interventions, these will be timetabled and staff deployed according to their specific training and experiences. These interventions will be monitored and the impact measured (using the baseline assessment and final assessment data). Where no impact is measured for one child, then support informed by another agency may be required.

If no impact is measured for the group then the intervention needs to be evaluated (possible with the help of an outside agency).

Teaching assistants are asked to complete impact reports for all interventions they deliver each half term / term. The master copies are stored on the school network and each TA has a folder into which they save completed reports. TAs are asked to e-mail a copy of their reports to the SENCo for children's records. Any interventions and the target a child is aiming for will be included on their 'Learning Passport'. Class teachers will include any strategies they have used with a child and evaluate their effectiveness accordingly.

Targeted support can be delivered to groups or individual children.

Resources

A bank of resources is stored in the small office next to the Head Teacher's Office.

Resources should also be available in the classroom to support a child and foster independence (maths packs, left handed pens, word banks, visual timetables etc).

Specialist equipment will be purchased under the guidance of advisory teachers. School is required to provide specialist equipment when the cost is £150 or below. For equipment that is more expensive an application will be made to the authority by the advisory teacher using evidence provided by school (where appropriate).

In consultation with staff and external agencies, the focus for the SEND budget will be used to support children across the school. The school recognises the need for additional support for teaching and learning through allocation within the budget.

Professional Development

All staff will be included in training pertaining to Special Educational Needs on a whole school basis. Training for specific needs will also be available according to the deployment of staff.

Links with other agencies

In order to provide adequate provision for children with Special Educational Needs we will continue to develop close links with all relevant external agencies. These agencies will also be invited to any multi-agency meeting and annual reviews.

Independence

Strategies and resources will always be used to help to promote independent learning. Children will be taught strategies to use. Once these are secure, support (for this particular strategy or using a particular resource) should be discrete and supervisory.

Monitoring and evaluation

The effectiveness of the SEND policy will be monitored regularly by or through:

- Early Years Foundation Stage Profile (EYFSP)
- The monitoring of standardised test results
- PIVATS profile (if applicable)

- Progress against Learning Passport targets/interventions
- Monitoring the inclusion of parent and pupils viewpoints in Learning Passports and teaching and learning
- Pupils work / interview / tracking of PIVATS targets
- Classroom observations
- Leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring actions
- Audit of those identified as underachieving
- Observations of SSAs

Equal Opportunities:

At St. Joseph's we believe that all children are entitled to access the curriculum which caters for their individual needs, offers equal access and opportunity and enables them to participate fully in all areas of the curriculum

Health and Safety:

Teachers should be aware of the health and safety implications of working with children with particular needs, particularly physical needs and behavioural needs. Children, where appropriate, should be made fully aware of the potential hazards of tools and equipment and be taught to use equipment safely

Review:

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Reviewed and updated: Mrs A. O'Brien

***Signed:**
(chair of governors)

Date: 28th April 2021

Review due: Autumn 2021

Appendix 1: A guide to the graduated response for parents

1

Targeted classroom intervention

- Parents, teachers or teaching assistants notice that the child is having some difficulties.
- The teacher plans something that might be a little bit different for the child but the learning is broadly the same as the other children's.

2

SEN support (Special Educational Need)

- If the child's progress is still slower than expected, school staff will start to check if the child has a barrier to their learning. Evidence might be - things that parents have told us about the child at home, samples of their work, teacher's marking records, notes and observations, specific assessments that are carried out by school staff
- School will work with parents to develop a plan for support. This might include the child learning some things that are different to the other children, like in a special phonics session, extra reading with an adult, or a 'good' behaviour chart
- School staff will talk about the child's progress each term with parents and share ideas.

3

SEN support with external specialist(s)

- If the child's progress is still slower than expected, after a child has been given long enough, school staff might ask for help from an external specialist.
- We can only do this if you give us permission.
- External specialists would include speech & language therapists; specialist advisory teachers for children who have specific learning difficulties, physical difficulties, autistic spectrum characteristics, visual or hearing impairments or professionals like the Educational Psychologist
- We might ask you to take your child to the GP to discuss your concerns with them. They might refer your child to the paediatrician for expert advice
- External specialists usually give us extra advice - such as strategies that we can use with your child in class, and sometimes activities that would be best carried out outside the classroom. Sometimes this might include equipment that might help too.
- School staff, including the SENCo (Special Educational Needs Co-ordinator) will talk about the child's progress each term with parents and share ideas.

4

Education , Health & Care plans (EHCP)

- An EHCP is applied for to the Local Authority (LA). Lots of evidence is needed. Children will need to have had support at the earlier three stages. The evidence must show that despite everyone's intervention, the child has not made good progress and the gap between them and other children has widened significantly
- The LA will also need information about other significant physical, health or social care needs.
- The process should only take 20 weeks to complete, once it is started.