



"The glory of God is
a human being fully alive!"

ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Special Education Needs and Disability Policy

Ratified by Governors

Document Status	
Date Reviewed	September 2024
Date of next review	September 2025
Approval Body	Governing Body
Publication	School website/Staff policy folder

Special Educational Needs and Disability Policy

Rationale:

In keeping with the spirit of our Mission Statement our Special Educational Needs and Disability policy is positively based on a sense of love and respect, learning and achieving, for each individual. We believe that each child is made in God's image and is a unique individual. Our mission is the provision of a context, content and a process of education truly dedicated to developing the full God given potential of each pupil and to build their skills, knowledge and understanding along with their sense of self-worth.

All children have a right to an education that develops their potential. We believe that all children should have access to a broad and balanced curriculum.

1. Purpose and aims of the SEND Policy

At St Ethelbert's we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities.

The specific objectives of our SEND Policy are as follows:

- *To identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met*
- *To ensure that quality first, adaptive teaching is provided for all pupils and that all members of staff are trained in delivering an appropriate curriculum to meet the needs of individual learners*
- *To ensure that all learners make the best possible progress*
- *To work in partnership with parents/carers and ensure that there is effective communication between home and school*
- *To ensure that learners express their views and are fully involved in decisions which affect their education.*
- *To value and encourage the contribution of all children to the life of the school*
- *To work closely with external support agencies, where appropriate, to support the need of individual pupils*
- The success of this policy will be judged against the above objectives. The Local Academy Committee annual report will detail the successful implementation of the policy and effectiveness of the provisions made.
- The SEND Co-ordinator for the school is **Rebecca Fry**.
- This policy should be read in conjunction with the school's Mission Statement and all related policies, including the latest SEND Information report.

2. Definition of Special Educational Needs

The SEND Code of Practice (2015) states that:

A child or young person has SEND if they have a learning difficulty or disability, which calls for (additional) special educational provision to be made for him or her.

At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

3. Educational inclusion

- Through appropriate curricular provision, we respect the fact that children:
 - Have different educational and behavioural needs and aspirations;
 - Require different strategies for learning;
 - Acquire, assimilate and communicate information at different rates;
 - Need a range of different teaching approaches and experiences.
- We welcome children with special educational needs and / or disabilities as part of our community and, from our early years setting onwards, we aim to ensure that all children have an equal opportunity to engage in the curriculum.
- Teachers respond to children's needs by:
 - Providing support for children who need help with communication, language and literacy.
 - Planning for children's full participation in learning, and in physical and practical activities.
 - Supporting children to manage their behaviour and to take part in learning effectively and safely.
 - Supporting children to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Admissions Policy

- St Ethelbert's Catholic School strives to be a fully inclusive one. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet their individual needs. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

5. Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo)

The SENCO is Miss Rebecca Fry

She will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- provide 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
- advise on extending the graduated approach to provide SEN support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date
- ensure the SEN Information Report is completed in the summer term to be agreed by the Governing Body for publication in September

The SEND Governor and Governing Body

The SEND Governor will:

- help to raise awareness of SEND difficulties at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this termly
- work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Governing Body will:

- ensure the SEN Information Report is completed and agreed in the summer term for publication in September

The Headteacher

The Headteacher is Mrs Fiona Maynard

She will:

- will work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND
- ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in September

Class teachers

Each class teacher is responsible for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.

- Writing support plans for pupils on Wave 2 or 3 support (see flow diagrams in appendix).
- Liaising with parents and carers, Learning Support Assistants (LSA), other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating targets in SEN support plans, in consultation with parents/carers.
- Evaluating progress of Special Educational Needs pupils

The Resource Base

- The school hosts a Resource base for pupils with language and communication difficulties. The Resource Base is funded by the Local Authority as a provision for up to 10 pupils from Reception to Year 6.
- Speech and Language therapy is provided, as appropriate to the needs of each child. This may focus upon developing receptive and expressive language skills, vocabulary, attention, listening and speech.
- The Resource Base provides pupils with access to a full mainstream curriculum, with emphasis on language, by giving such assistance as is necessary to help them overcome any disadvantage arising from their speech and language difficulties.
- The Resource Base provides a full range of opportunities for learning through play and real experiences, supplemented by specific speech therapy appropriate to the needs of each child. Skills learned within the Resource Base on an individual or small-group basis are then exercised and developed in the mainstream classroom with the close cooperation of the class teacher, supported where necessary by Resource Base Staff.
- The Local Authority hold Termly Admissions panel meetings. The Admissions Panel will allocate a place to a child if there is a space within the Resource Base and the evidence provided from professionals indicates that the St Ethelbert's Resource Base is the most suitable provision to meet their needs.
- The school has a qualified SaLT who works with all pupils obtaining an EHCP and those with S&L needs.

6. Identification of SEND

Pupils are identified through ongoing assessments by the child or young person's teachers and brought to the attention of the Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, adaptive classroom teaching targeted at the child or young person's area of weakness. Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. The SENCO will then work with other staff to investigate this further and may engage the help of external agencies to identify the area of need.

The Code of Practice (2015) recognises four broad categories of Special Educational Needs:

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

In addition, medical conditions may result in a special educational need, however this is not always the case.

Cause for Concern

- The class teacher/LSAs identifies areas of concern and consults with the SENCo, implements various strategies within the classroom that are appropriate and informs parents of action.
- If appropriate, a SEN support plan is written planned and implemented

SEN support

- **SEN Support Plans** are put in place for a child with SEN and/or disabilities, who have an identified barrier to their learning, impeding their progress.
- The plan sets out targets that are currently being worked on and what additional 'wave' provision is put in place for that child.
- The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning.
- The cycle of 'assess, plan, do, review' is followed for each plan and intervention

Educational, Health and Care Plan:

- If satisfactory progress is not being made at wave 2 or 3 intervention, then it may be necessary, in consultation with parents and any supporting agencies, to consider discussing statutory assessment with the Local Authority.
- If the Local Authority feel it necessary to carry out a Statutory Assessment of Special Educational Needs, this may result in a formal Educational, Health and Care Plan. The child would continue in mainstream education unless the statement specified otherwise.

Referral for an Education, Health and Care Plan

- If a child has a lifelong or significant complex difficulties, s/he may undergo a Statutory Assessment process which is usually requested by the school, but can requested by the family. These assessments take place where the complexity need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.
- Information from a variety of sources, including parents, teachers, the SENCO, social services and health care professionals is combined to form an Education, Health and Care Plan assessment. Once a plan is agreed it is reviewed annually.

7. Access to the curriculum

- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
 - Understand the relevance and purpose of learning activities;
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- All children on the special needs register have an SEN Support Plan and will receive wave 2 or 3 support. Teaching staff ensure that any advice given by external agencies is incorporated into the child's SEN Support Plan.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside

the classroom. In this situation the intervention could be led by class LSAs, SEN LSAs or teachers.

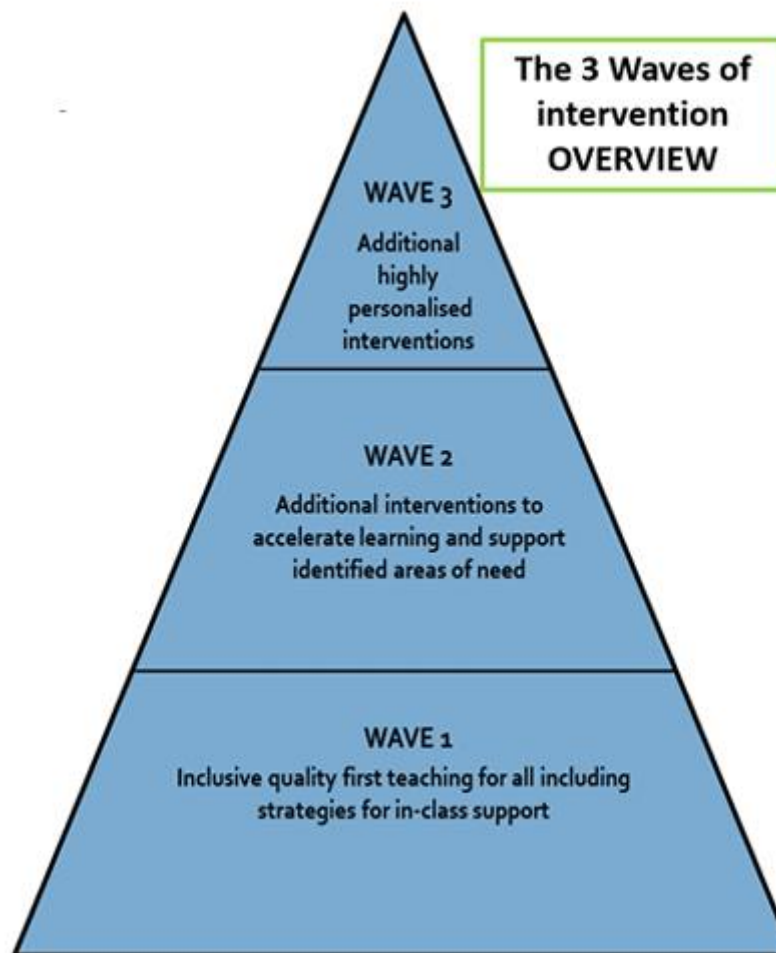
- Pupil Progress Meetings occur each term.
- New children tested within 2 weeks of being in school in Maths and Literacy.
- Teacher Assessments are recorded half termly.

8. Working in Partnership with Parents/Carers

- At St Ethelbert's Catholic Primary School, we believe that children achieve their full potential when staff and parents/carers work together.
- The targets on the SEN support plan are negotiated, as appropriate, with the child and the child's family during parent consultation meetings.
- At the beginning of the new term, the teacher, parent and child (where appropriate), will review support plans and in partnership, write new targets.
- Information from outside agencies will be discussed with parents/carers.

9. Staff Training

- All staff receive regular training to develop their knowledge and practice in supporting pupils with SEND. St Ethelbert's operates a fully inclusive approach to children's learning and we promote quality first teaching for all pupils as our baseline provision.
- Some children will have specific needs and a regular programme of training for LSAs is planned and delivered throughout the year. Fortnightly sessions focus on teaching strategies such as precision teaching, use of speech and language strategies and sharing of good practice utilising the expertise of our SENCO and Resource Base staff.
- Specific training is undertaken by staff in response to either the needs of an individual child or patterns among a cohort that have been identified. Examples of this include ELKLAN training, work with the mental health support team and training for staff working with children with autism.
- The SENCO holds the NASENCO qualification
- The leadership team have attended the NASEN (National Association for Special Educational Needs) whole school review training. Regular reviews of the SEND provision form part of the school self-evaluation process
- Feedback is taken from pupils and parents to help inform training needs.



WAVE 1

Assess – Teachers complete baseline assessments to establish students' areas of strength and need.

Plan – Students' needs and interests are documented on their support plans. Class teachers plan classroom strategies that will support teaching and learning.

Do – Class teachers provide inclusive quality first teaching. Teachers use strategies to provide differentiated support throughout all lessons.

Review – Teachers frequently review student progress.

- If progress is being made and strategies are making an impact, then success! Continue with wave 1 support.
- Referral to be made to SENCo if students are making minimal progress, if there are concerns about unidentified SEN, or it is felt that they would benefit from targeted interventions.



WAVE 2

Assess – Diagnostic assessments are completed by the SENCo / Speech and Language Therapist and/or Educational Psychologist if area of need is not evident.

Plan – SENCo discusses the frequency and duration of the intervention with teaching staff.

Do – Student complete structured interventions in addition to curriculum lessons based on any report recommendations.

Review – Date, learning walks, observations and book scrutinies are reviewed by SENCo to determine to effectiveness of interventions.

- If progress has been made, then SENCo will consider moving student back to Wave 1 support with advice.
- If students have made minimal progress, or it is felt that there are concerns about unidentified SEN, SENCo will move student to wave 3.



WAVE 3

Assess – Diagnostic assessments are completed if they were not done so in Wave 2 SENCo will consider, if it is appropriate, advice from outside agencies such as ASD / AS referrals, Outreach support and advice from mental health support team.

Plan – SENCo will consider bespoke and individualised interventions to put in place, including possible 1:1 Learning support assistant support.

Do – Student completes bespoke intervention

Review – Data from interventions reviewed. Review meetings held with external agencies, class teacher, parent and pupil where appropriate.

- If progress has been made, then consider moving student back to Wave 2 support.
- If long – term support is required, an EHCP (educational, care and health plan) will be applied for (if not already in place)