Special Educational Needs and Disability Policy

Policy Reference: SEN 1
Responsibility: Curriculum, Standards and Community Links
Reviewed by: Tonia Robertson, SENCo
This Review: September 2019
Next Review Due: September 2020
Cycle: Annual
Ratified by Full Governing Body on:
Signed: Mrs Lisa Roy Chair of Governors

At our school, with Jesus in our hearts, we have:
The passion to learn;
The courage to fail;
The strength to love.
1. **RATIONALE**

St. Bernadettes’s Special Educational Needs (SEN) policy takes into account the *Special Educational Needs and Disability Code of Practice* (July 2014), Ofsted guidance and the Hampshire County Council policy.

The *Special Educational Needs and Disability Code of Practice* (SEND CoP) states that:

“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.

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”

(SEND CoP xiii)

2. **AIMS**

- To ensure that children with special educational needs have access to “high quality teaching that is differentiated and personalised” (SEND CoP 1.24)
- To ensure that children with special educational needs are taught inclusively wherever practicable.
- To ensure that pupils with additional needs are appropriately supported.
- To meet the needs of these children through strong partnerships with parents, healthcare and special education professionals and, of course, the pupils themselves.

3. **OBJECTIVES**

- To identify pupils with special educational needs and/or disabilities and ensure their needs are met.
- To ensure that all children on the school’s SEN register have a Pupil Passport or individual behaviour plan (IBP) and that these plans are reviewed on a regular basis.
- To ensure pupils are given opportunities to make progress and to monitor this progress.
- To ensure that recognition is given for effort and not just for achievement.
- To include pupils in decisions made about their learning wherever appropriate.
- To involve parents/carers in their child’s special needs education.
- To foster good communication between all staff and the school’s special needs team.
- To ensure that there is effective communication between all agencies involved with a special needs pupil, particularly between home and school.
- To ensure that teachers have access to specialist support and advice where applicable and are aware of the possible range of needs presented in the classroom.
- To ensure that any specialist provision should be supported by sufficient, current and relevant resources.
4. CO-ORDINATING PROVISION

Executive Head teacher  
Mrs Paula Dix  
Head of School  
Mr Peter Lynch  
SENCO  
Mrs Tonia Robertson  
Governor for SEND  
Carole Ann Roycroft

The SENCO’s Responsibilities
Special Educational Needs is overseen by a fully qualified and accredited Special Educational Needs Coordinator (SENCO).
The SENCO, working closely with the Executive Headteacher, Head of School, the senior leadership team and fellow teachers is involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day to day operation of the school’s SEN policy, SEN Information Report and for co-ordinating provision for all SEN Support.
All staff will be involved in the development of the policy, made aware of changes to the Code of Practice, and of the procedures for identifying, assessing and providing for children with SEN.
The SENCO will consult the local authority (LA) for advice and support and will liaise with other external agencies as necessary.
The SENCO will be assisted by the Inclusion Manager, Mrs Mandy Baxter, in delivering these responsibilities.

The Head of School’s Responsibilities
The Head of School has responsibility for the day to day management of SEN, including provision of children with SEN. The Head of School will keep the Executive Head Teacher and the governing body fully informed and also work closely with the school’s SENCO.

Governor’s Responsibilities
The governing body, in cooperation with the Executive Head Teacher and Head of School, will determine the school’s general policy and practice. The Curriculum and Standards Committee will review the SEN policy and guidelines each academic year. The Governors will also designate a Governor with responsibility for SEN. The Governor for SEN and SENCO will meet on a termly basis where possible.
It is seen as good practice for the Governing Body to report to the parents about SEN. They will endeavour to report on:
- The success of the policy.
- Significant changes to the policy.
- Any consultation with the LA or Funding Authority of other schools.
- How resources have been allocated to and amongst children over the period of the year.

The Governing Body evaluates the success of the education provided at the school for pupils with special educational needs through the following means:
- Analysis of pupil progress data for children with Special Educational Needs.
- The SENCO’s report to the Governors. This includes information on training, pupils taken on and off the register, and an evaluation of programmes in the school.

1. SPECIAL EDUCATIONAL NEEDS IN THE CLASSROOM

The Special Needs Responsibilities of the Teachers
The class teachers are responsible for the day to day management of SEN in their class. Teachers must liaise with the child, Learning Support Assistant (LSA) and parents to write a pupil passport
on a termly basis. It is the teacher’s responsibility to ensure that the pupil passport is shared with the child’s parents. The pupil passport should be a working document which is under constant review and revision.

The school will use a variety of approaches to support special educational needs where applicable. These may include differentiated work, small group work, one to one support, withdrawal from the classroom when necessary and disapplication if appropriate.

Class Teachers should:
- Ensure access to the curriculum by providing differentiated, yet challenging work.
- Monitor the progress made by these pupils and maintain appropriate records.
- Liaise with the SENCo if the progress made is giving cause for concern, thereby identifying children with possible special needs.
- Liaise with parents and outside agencies where appropriate.
- Liaise with their assigned LSA and others in the team where appropriate.
- Contribute to the writing and reviewing of pupil passports/IBPs.

The main responsibilities of the SENCo are set out in the SEND Code of Practice (6.90). Key duties include:
- Determining the strategic development of SEN policy and provision.
- Overseeing the day-to-day operation of the school’s SEN policy.
- Co-ordinating specific provision for children with special educational needs.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

Other responsibilities may include:
- Advising staff on pupil passports/IBPs.
- Facilitating the writing and implementation of Transition Partnership Agreements in conjunction with Educational Psychology, class teachers and parents.
- Co-ordinating and contributing to Education Health Care Plans (EHCPs).
- Co-ordinating and contributing to annual reviews.
- Maintaining the school’s SEN register.
- Teaching and supporting children with learning difficulties.
- Resourcing and some budgetary requirements.

The SEN responsibilities of the Learning Support Assistants (LSAs)
LSAs working with pupils with SEN must work under the guidance of the class teacher in delivering programmes for individual children. When LSAs have been given the responsibility of delivering specific targets, they must ensure that they familiarise themselves with the current pupil passport for that child. LSAs should share any concerns that they have regarding the SEN children that they support with the class teacher in the first instance.

Professional Development for Staff
At St. Bernadette’s we are committed to the on-going professional development of all staff. It is the responsibility of the SENCO to ensure that members of staff are kept up to date with information and legislation. The SENCO attends relevant training and disseminates the details to staff as appropriate. Class Teachers, LSAs and other support staff can also access training that is necessary for their professional development.
The school’s policy and procedures for SEN are part of the induction procedure for NQTs and new staff. New Learning Support staff work with a mentor and are supported throughout their induction process. The SENCO has undertaken and successfully completed the National SENCO Accreditation Training.

2. IDENTIFICATION, ASSESSMENT AND INTERVENTION

It is important that children are identified as having special educational needs as early as possible in their school life. A referral system is in place when a Class Teacher has a concern about a pupil. Concerns are recorded together with strategies used in the classroom. Should there continue to be little progress made, further assessments can be carried out by the Class Teacher or SENCO. Additional strategies will be used to support the child over and above that which is normally available in the class.

Both the SENCO and Class Teacher decide on the course of action needed to help the child progress. The school uses the graduated response set out in the Code of Practice together with ‘SEN Support: Guidance for early years providers, mainstream schools and colleges’ (September 2014) from Hampshire County Council’s Special Educational Needs Department:
http://documents.hants.gov.uk/education/sen-support.pdf

There are four broad areas of need:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

English as an additional language (EAL):

Children are not to be regarded as having learning difficulties or a special educational need solely because their home language is different from that in which they are taught. For pupils with English as an additional language, teachers will closely follow their progress across the curriculum to ascertain whether any problems that arise stem from uncertain command of English or from special educational needs.

The Ethnic Minority and Traveller Achievement Service (EMTAS) may be requested to offer support to the pupil, class teacher, parents or school on how to best support EAL pupils.

Assessment

We are committed to the early identification and intervention of children who may have special educational needs.

The following forms of assessment are used for all pupils:
- Reception baseline/ Foundation Stage Profile
- Pupil progress in relation to the National Curriculum age-related expectations
- Half termly English, Grammar and Maths Assessments
- Standardised screening or assessment tools (e.g. Reading and Spelling age assessments)
- Statutory national assessments (e.g. SATs, Phonics Screening Check, Times Tables Check)

In addition the following forms of assessment/screening are available as an aid to the identification of possible SEN:
- Dyslexia Early Years Screening Test (DEST)
- Dyslexia Junior Screening Test (DST-J)
- Vernon spelling (updated)
• NFER Spelling
• NFER Reading/Comprehension
• Salford Reading Test (updated)
• York Assessment for Reading Comprehension
• NFER Mathematics assessments by year group
• Beam Diagnostic Interviews in Number Sense
• British Picture Vocabulary Scales (BPVS)

**Provision**
Should the child continue to show little or no progress, and meet the necessary criteria, the child would then be classed as ‘SEN Support’ on the school’s SEN register. Although not a statutory requirement, pupil passports and/or IBPs will be used to plan, assess and monitor progress. These teaching plans will be reviewed at least termly. There may be occasions when more frequent reviewing is necessary either with or without collaboration with external agencies (listed below).

**Links with External Agencies**
The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary (and with parental consent), colleagues from the following agencies will be invited to support pupils with SEND:
• Educational Psychologists
• Child and Adult Mental Health Service (CAMHS)
• Child and Family Health Service
• Speech and Language Therapists
• Physiotherapists
• Occupational Therapists
• Hearing Impairment services
• Visual Impairment services
• Ethnic Minority and Traveller Service (EMTAS)
• Parent Partnership Service
• Primary Behaviour Support
• SEND Advisory Service

In addition, important links are in place with Children’s Services (Hampshire LA) including:
• Family Support Service
• Early Help Hub
• Social Services/Children’s Services

**Pupil Passports**
A pupil passport should record “provision different from or additional to that normally available to pupils of the same age”. (SEND CoP 6.15)

They should include:
• SMART targets (Specific, Manageable, Achievable, Realistic and Time-bonded)
• Possible teaching strategies/programmes used
• Provision (who provides the help and how often)
• Success criteria: the outcomes to be recorded when the plan is reviewed
• Review date

The plan may also include:
• Home support where applicable
• The views of the child themselves if appropriate
The views of the parent/carer

It is important that parents/carers are involved in their child’s special needs education. That is why they are given the opportunity to comment on the pupil passport and copies are sent home for parents to keep. Parents/carers are welcome to come in to school to discuss any concerns they may have and may be present at the review.

Education Health Care Plan

Children with an Education Health Care Plan (EHCP) are those who have undergone statutory assessment and have their needs outlined in an EHCP of special educational needs. If the stage were reached when a child meets the requirements for an EHCP needs assessment then the school would pursue this in conjunction with the local authority (LA) and the parents of the child.

EHCPs should be used to actively monitor children’s progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months at a formal annual review meeting. The child’s parents, a representative of the school, a local authority SEN Officer, a health service representative and a local authority social care representative must be invited to attend as a minimum.

In addition to the annual review, pupils with an EHCP will also have a termly EHCP Support Plan meeting where the SENCO, class teacher and LSA will monitor the child’s progress towards their targets using the ‘plan, do, review’ cycle.

In line with County procedures some pupils may have an Inclusion Partnership Agreement (IPA) or Transition Partnership Agreement (TPA) which outlines their needs and provision. The completed IPA/TPA will be copied to County for their records and reviewed annually.

3. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Expected progress is that which:

- Closes and secures any attainment gap between the pupil and their peers
- Improves the pupil’s previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Is satisfactory to pupil and parents

Where teachers identify that a pupil is not making expected progress, the SENCO will be consulted. The SENCO and class teacher will review the approaches adopted, and determine whether a more sustained level of support is required. Where significant concerns persist despite sustained intervention, the school may consider Statutory Assessment (Educational Health Care Plan Assessment). Parents will be fully consulted at each stage of this process.

4. ADMISSIONS AND TRANSITIONS

Admission Arrangements for Pupils with SEND

As a truly inclusive and non-discriminatory school, children with Special Educational Needs are welcomed and admitted according to the same criteria as all other children. The Disability Discrimination Act (1995) states that it is ‘unlawful’ to treat a child less favourably for a reason related to their disability. A child cannot be refused a place on the grounds of special educational needs or disability unless there are no reasonable adjustments that could be made to meet their needs and the school can justify the decision to refuse admission.
Parents/carers applying for a place for a child with particular needs should approach the Head of School for more information and discuss how their child’s individual needs can be met. In the case of admission of a child with a special educational need, the SENCO, Executive Headteacher, Head of School and Class Teacher, where applicable, will arrange for appropriate transition meetings and any other agencies who have been involved with the child’s education as well as for close liaison with the child’s previous educational setting.

Full details can be found in the policy A1 Admissions Arrangements 2020-2021.

**Transition Arrangements**

When children transfer from year group to year group, close liaison between the staff involved ensures that transitions take place with ease and are perceived in a positive light by all pupils. In the case of vulnerable children, extended transition procedures are in place to ensure that pupils have time to adjust to the new key people in their teaching and learning.

For these children we may arrange:
- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet

The SENCO will meet with all Class Teachers to complete an SEN End of Year Review meeting where information about each pupil and their process will be recorded. This information is shared with the next Class Teacher.

When children are transferring to other schools, records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support. The school works closely with parents to support transition into Key Stage Three and in making choices appropriate to the child’s individual needs.

Annual Reviews for Year 6 pupils with EHCPs will be held, where possible, in the summer term of Year 5. Additional transition arrangements may be made at these reviews, such as additional visits, travel arrangements, training etc.

9. **SOCIAL AND EMOTIONAL DEVELOPMENT**

The well-being of all our pupils is our primary concern at St. Bernadette’s. They are supported with their social and emotional development throughout the school day, through the curriculum and explicitly through our distinctive ethos and values.

Members of staff are readily available for pupils and parents who wish to discuss issues and concerns. As part of our review process for children with pupil passports or EHC Plans, we will discuss their views and concerns.

The school offers pastoral support for pupils encountering emotional difficulties. This may include an ELSA programme, one to one support, special arrangements for particular parts of the school day or referral to external agencies.

The well-being of our pupils is supported by B1 Behaviour Policy, which includes guidance on expectations, rewards and sanctions.

We regularly monitor attendance, supporting pupils returning to school after absence with the aim of avoiding long-term absence.

10. **ADAPTATIONS TO THE CURRICULUM, TEACHING AND LEARNING ENVIRONMENT**
St Bernadette’s is a disability friendly school. Please see our *SEN Information Report* for further information regarding this.

11. **EXTRA CURRICULAR ACTIVITIES**

All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

12. **HAMPshire local offer**

In line with the requirements of the Children and Families Act 2014, Hampshire Local Authority provide clear and searchable information on services available to parents and carers, children and young people with SEND.

This can be found at the Family Information and Services Hub:

http://www.hantslocaloffer.info

13. **ASSOCIATED POLICIES**

- SEN Information Report
- A1 Admissions Policy 2020 – 2021
- A2 Supporting Children with Medical Needs
- A3 Accessibility Plan
- B1 Behaviour Policy
- C4 Curriculum, Teaching, Learning and Assessment
- E3 Equalities Policy
- P4 Physical Intervention Policy

14. **SEND POLICY REVIEW**

This is policy is a working document and has been developed in consultation with teaching staff, learning support staff and governors. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a regular and thorough review of both policy and practice each year. The outcomes of this review are used to identify priorities and targets for future improvement.