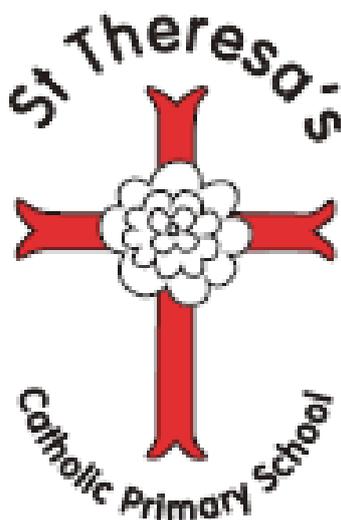


St. Theresa's Catholic Primary School, Blacon

Mission Statement:

*Fully valuing everyone in the love of Jesus.
Caring and Learning together.*



Special Educational Needs Policy

Policy date: March 2024

Review date: March 2026

Special Educational Needs Policy

(Updated March 2024)

Rationale:

St Theresa's is committed to providing an appropriate and high quality education to all the children in our care. We believe that all children have a common entitlement to a broad and balanced academic, social and spiritual Curriculum, which is accessible to them. We fully include all children in every aspect of school life.

We value all children equally and strive to eliminate prejudice and discrimination, and to develop a caring, Christian environment where all children can flourish and feel safe.

St Theresa's is committed to inclusion and we aim to engender a sense of community and belonging, and to offer new opportunities to learners, responding in ways which take account of their varied life experiences and needs.

Definition of Special Educational Needs:

'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 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' (P.15-16 (xiii/xiv) Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014)

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, such as:

- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusions

This policy describes the way we meet the needs of children who experience barriers

to their learning, which may relate to:

- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Cognition and Learning
- Sensory and/or Physical Needs

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St Theresa's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. St Theresa's sees the inclusion of children identified as having special educational needs and disability as an equal opportunities issue.

The SEND Coordinator takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area.

The Role of the SENCo:

- To ensure the SEN and Disability Act and relevant Codes of Practice/guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs and disability.
- To work with class teachers and support staff to continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To work with class teachers and support staff to provide full access to the curriculum through differentiated planning as appropriate.
- To work with class teachers to provide a plan of specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEND and those who may have an Education Health and Care Plan
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves, where possible, in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision:

The school use the ASSESS – PLAN – DO – REVIEW model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCo will meet to discuss the individual needs of the child, progress made, assessments, possible strategies and intervention programmes to further support the child on a half-termly basis.
- The class teacher will meet with the parents' of the child to discuss and agree the strategies to be used in school and where appropriate, strategies that could be used at home. This will be recorded on an Individual Education Plan (IEP). This will then be reviewed and parents will be informed of the progress made, the outcomes set and the provision required on a termly basis.
- The SENCo and class teacher will deploy appropriate support through intervention programmes or individual support and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The class teacher will use formative assessment strategies to monitor progress made towards IEP targets and adapt where necessary.
- The support timetable and provision is reviewed termly, by the SENCo, in line with current pupil needs.
- Support staff, class teachers, SENCo and outside agencies liaise and share assessments/developments in order to inform reviews and forward planning.
- The SENCo will keep records of the provision throughout the school for SEND children and will track the allocation of resources and provision termly through provision mapping.

Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- National Curriculum Statutory Requirements for each year group
- Pre Key Stage 1 and Pre Key Stage 2 standards
- The Engagement Model
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as an Educational Psychologists, Speech & Language Therapists, Occupational Therapists, identifying additional needs

Supporting Children with SEND:

Based on the school's observations, assessment data and following a discussion between the class teacher, the SENCo and parent, the child may be supported in one or a combination of the following ways:

- Differentiated curriculum support within the class
- Extra group intervention within the class
- Extra group intervention outside of the class
- Individual intervention (one to one adult support) within the class
- Individual intervention (one to one adult support) outside the class

Children whom we consider to have more severe, longer term or individual needs will be referred to the most relevant professional for further support and advice, that will then be implemented in school.

Differentiated curriculum support within the class:

In order to make progress a child may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

For satisfactory progress, the child must have:

- Closed the attainment gap between the child and their peers
- Prevented the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, then the child's needs will be reviewed and other relevant forms of provision will be implemented.

Extra group intervention within Class/ Extra group intervention outside of the class:

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The group may be taught by the class teacher, specialist teacher or teaching assistant (TA). The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo and the TA. A child on the SEND register, receiving extra group intervention support, will have an Individual Education Plan.

Monitoring will be carried out regularly. Assessments will be done pre-intervention and after a set period of time the progress will be measured against post-intervention assessments. Individual Education Plans are accessible to teachers and children at all times. They are continually reviewed and updated as children achieve targets. As part of the review process, the SENCo in consultation with the class teacher and parents/carers, may conclude that

despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to increase provision to **one to one adult support** level.

Provision at this level may include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services contribute to the planning, monitoring and reviewing of the child's progress.

School request for an Education, Health and Care Needs Assessment:

For a child who is not making adequate progress, despite a period of extra support, and in agreement with the parents/carers, the school may request an Education, Health and Care Needs Assessment (EHCNA).

The school is required to submit evidence to the LEA whose moderation of assessments panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for Education, Health and Care Needs Assessments.

Planning, provision, monitoring and review processes, continue as before for the child while awaiting the outcome of the request.

Managing pupils needs on the SEND register:

All pupils on the SEND register will also be categorised by the level of support received:

- SEN Support
- Education Health and Care Plan

A pupil categorised as receiving SEN Support may only be supported by school via the IEP or they may have involvement from an external agency (appendix 6).

Where a pupil has been identified as having complex SEN needs and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting additional funding (Band A) or assessment for an Education Health Care Plan (EHCP) and additional funding (Band B or Band C). Parents may choose to make their own request for an EHCP for their child.

Children with an Education Health Care Plan will have an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any amendments need to be made, either to the EHCP or to the funding arrangements for the child.

The SENCo liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Health
4. Community Paediatrician
5. Speech and Language Therapy
6. Physiotherapy
7. Occupational Therapy
8. CAMHS
9. Autism Service

Parents/carers are informed and consent is requested if it is considered an outside agency should become involved with supporting their child.

Pupils on the SEND register who make accelerated progress, close the attainment gap and no longer require provision, that is additional to and different from that of their peers, will be exited from the SEND register.

Arrangements for partnership with parents/carers:

- Staff and parents/carers will work together to support children identified as having additional needs.
- Parents/carers will be involved at all stages of the individual education planning process.
- Parents/carers are always informed of IEP outcomes and reviews of progress in parent /teacher meetings during which they are invited to contribute.
- All IEPs with new outcomes or reviews are shared with parents, a copy is sent to parents/carers at the start of each term.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Inclusion Principles:

- Staff at St Theresa's value children of different abilities and support inclusion.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children will be included into mainstream school on full or part-time basis.

Arrangements for providing access to learning and the curriculum:

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is agreed with all stakeholders, is clearly of benefit to that individual and leads towards inclusion.

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate.
- Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Admission arrangements:

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with an Education, Health, Care Plan or those that have one pending will be invited to discuss the provision that can be made to meet their identified needs. For more details see our Admissions Policy.

This policy will be reviewed in March 2026