

Special Educational Needs & Disability Policy 2020

St. Adrian's Catholic Primary School



‘To Learn, To Love, To Live as a Community of
God with Christ as our Teacher’

www.stadrians.herts.sch.uk

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Legislative compliance

This Policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014;

Ofsted Section 5 Inspection Framework August 16;

Ofsted SEN Review 2010 "A Statement is not enough";

Equality Act 2010;

Children and Families Act 2014.

1. Introduction

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This Policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims and objectives

2.1 The aims of this Policy are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parent and carers
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes



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- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014)

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Co-ordinator (SENDCo).

The SENDCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have English as an Additional Language (EAL) and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENDCo role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in Local Authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and disability and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

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3. Educational inclusion

- 3.1 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



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3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4. Special Educational Provision (SEP)

'Special Educational Provision is education or training provision that is additional to, or different from that made generally for others of the same age.'

4.1 Four Categories of SEN

Communication and interaction

- Speech, language and communication needs (SCLN)

Cognition and Learning

- Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Specific Learning Difficulties (SpLD)

Social, Mental and Emotional Health

- Immature social skills or behaviour/conduct disorders

Sensory and/or Physical

- Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) or Physical Disability (PD).

4.2 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)



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"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEND Code Of Practice (2014: Para 1.24)

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2014

Universal Provision

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

plan strategically to meet pupils' identified needs and track their provision;
audit how well provision matches need;
recognise gaps in provision;
highlight repetitive or ineffective use of resources;
cost provision effectively;
demonstrate accountability for financial efficiency;



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demonstrate to all staff how support is deployed;
inform parents, LA, external agencies and Ofsted about resource deployment;
focus attention on whole-school issues of learning and teaching as well as individual needs,
providing an important tool for self-evaluation.

Identification and Assessment for Universal Provision

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCo
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language
- involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- further differentiation of resources
- Learning Plan tutorials

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCo and senior leaders



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- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENDCo
- informal feedback from all staff
- pupil interviews when setting new Learning Plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Learning Plans and LP targets, evaluating the impact of LPs on pupils' progress
- attendance records and liaison with Attendance Improvement Officer
- regular meetings about pupils' progress between the SENDCo and the Headteacher
- Headteacher's report to parents and governors

Targeted & Specialist Provision

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map)
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional Exceptional Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan
- Where a pupil is in receipt of Exceptional Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Learning Plan is required
- Our approach to Learning Plans (which replace the old IEP), is as follows:
 - Our LPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended
 - Our LPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning



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Our LPs will be accessible to all those involved in their implementation – pupils and their families should be closely involved in the process and pupils should have an understanding and “ownership of the targets”

Our LPs will be based on informed assessment and will include the input of outside agencies

Our LPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly following the graduated approach (assess, plan, do, review cycle) outlined in the SEND Code of Practice 2014.

Our LPs will be reviewed termly

Our LPs will have a maximum of three medium term SMART targets set for or by the pupil.

Our LPs will state what the learner is going to learn

- Targets for a Learning Plan will be arrived at through:
 - discussion between teacher and SENDCo
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional
 - our LPs will be reviewed at least termly by class teachers in consultation with the SENDCo

Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan
- Our school will comply with all local arrangements and procedures when applying for
 - Exceptional Needs Cluster Funding
 - an Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local HCC policy and guidance - particularly with regard to the timescales set out within the process.

5 Role and Responsibilities

5.1 Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo) and Ethnic Minority Achievement Co-ordinator
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:



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analysis of the whole-school pupil progress tracking system
maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCo)
pupil progress meetings with individual teachers
regular meetings with the SENDCo/EMA Co-ordinator
discussions and consultations with pupils and parents

5.2 Special Educational Needs Coordinator (SENDCo)

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disability
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a Statement of Special Educational Need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map monitoring the school's system for ensuring that Learning Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Learning Plans)

5.3 Class Teacher

The Class teacher will liaise with the SENDCo to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning Plan to address a special educational need (this would include pupils with statements/EHC Plans)



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In addition, the class teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)
- ensuring effective deployment of resources – including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

5.4 The Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The Governing Body ensures that children with special educational needs will be admitted to the school in line with the school's agreed Admissions Policy.

6. Allocation of resources

6.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

6.3 The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to Education Health & Care Plans/Statements. The SENDCO draws up the resources bid when the school is planning for the next school improvement plan.

7. Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

the school's generic processes for tracking the progress of all pupils
half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)



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at least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need
annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices

7.1 The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.2 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The Class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8. Access to the Curriculum

8.1 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

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

8.3 Learning 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.

8.4 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.

9. Partnership with parents

9.1 A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.



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9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10. Monitoring and evaluation

10.1 The SENDCo is involved in supporting teachers involved in drawing up Learning Plans for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold annual meetings.

10.2 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings by staff.

11. SEND Information Report ('School Offer')

Our [SEND Information Report](#), published in accordance with the guidelines in the SEND Code of Practice (2014), is published and updated annually by the school and can be found on the school website. It details information for parents on what they should do if they think their child may have SEN and outlines support available.

St Adrian's Catholic Primary School Local Offer

St Adrian's Catholic Primary School is an inclusive school and offers the following range of provision to support all children:

To develop children socially, emotionally and morally

- RE curriculum
- daily prayer and weekly meditation time
- support by a therapist when available
- opportunity to talk 1:1 with adults
- a range of extra-curricular activities
- School Council
- PSHE
- Assemblies

To develop positive learning behaviours

- use of school's Behaviour Policy
- use of incentives including 'Pupil Rewards Merit System'
- focus on specific learning behaviours
- weekly certificates to reward positive learning behaviours
- recognition of learning through mistakes
- reflective time with teacher or teaching assistant

To develop children mathematically



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- maths “working walls” in every classroom
- maths computer sites such as mymaths and sumdog available in school and at home
- opportunities to decide own level of challenge
- differentiation in class
- investigative maths lessons and practical resources to support learning
- small group catch up maths intervention programmes tailored according to the needs of individuals/small focussed groups of children.
- use of manipulatives to support the ‘concrete, pictorial, abstract’ approach

Speaking and Listening

- daily use of talk partners
- opportunity for children to explain regularly in sentences

Reading/Phonics

- daily letters and sounds in foundation stage and key stage 1
- phonics interventions to support KS2 children
- reading logs for all children
- differentiated guided reading sessions
- small group literacy interventions

Writing

- English “working walls” in every classroom
- development of units built from high quality texts
- cross curricular links
- small group support in class through guided teaching
- handwriting licences and pens to encourage development of good handwriting skills
- whole school strategy to support spelling

To develop children academically, physically and creatively

- cross curricular and subject specific teaching of foundation subjects
- opportunity to have music lessons with a specialist teacher
- use of specialist sports coach in P.E.
- opportunity to go on school trips to enhance learning

To develop independent learning skills

- use of visual timetables in all classrooms and personalised where appropriate
- pre teaching of vocabulary and content
- access to it
- use of individualised success criteria
- use of aids as required e.g. writing slopes, wobble cushions etc.

To support good progress for all

- termly pupil progress reviews involving all staff working with a child
- termly pupil progress tracking and monitoring
- strong feedback and marking dialogue between teacher and child
- use of talk partners
- individual targets
- twice yearly reporting to parents



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- two Parent Teacher consultations each year

To support children medically

- yearly updated training for asthma and anaphylaxis /use of epipens
- strategies for the use of personal medication
- individual protocols for children with significant medical needs and allergies

Additional support for children with SEND

- Individualised Learning Plans– Pastoral and Learning
- Additional Support plan meetings termly with SENDCo
- Interventions from a speech and language therapist
- Liaison with specialist agencies for support and advice
- Continual professional development for all staff on inclusive practice and delivery of specialist intervention
- Referral to therapy as required/available
- Personalised visual timetables and prompt cards
- Specialist equipment to access curriculum