

Special Educational Needs & Disability Policy - January 2022

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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1. Introduction

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.

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.

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

2.1 Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Specifically, St Adrian's will aim:

- 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
- 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)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- 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 SEND provisions of the SEND and Disability Act 2001) September 2014;
- Ofsted Section 5 Inspection Framework August 16;
- Ofsted SEND Review 2010 "A Statement is not enough";
- Equality Act 2010;
- Children and Families Act 2014.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is: Alex Sallis

He will:

- Work with the headteacher and inclusion 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 coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- 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 the graduated approach to providing SEND 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

- Liaise with potential next providers of education 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

4.2 The inclusion governor

The inclusion governor is: Alison Brown

She will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher is: Aideen Porter

She will:

- Work with the SENDCo and inclusion governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children is: Aideen Porter

She will have:

- Strategic responsibility for the inclusion of children who are adopted or in Local Authority care.

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND Information Report

4.6 All school staff

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
- Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

4.7 The Inclusion Coordinator (INCo)

The Inclusion Coordinator (INCo) is: Alex Sallis

He will:

- Have strategic responsibility for the inclusion of vulnerable groups, which include, but are not limited to, children who have English as an Additional Language, vulnerable ethnic minority groups and disadvantaged pupils who are eligible for the pupil premium grant.
- Ensure that there is a clear understanding of how these groups overlap and ensure that information is shared between all relevant people in school and externally to provide the best outcomes for all pupils

Contact details:

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Headteacher	Aideen Porter	head@stadrians.herts.sch.uk	01727 852687

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 Special Provision

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.

4.3 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 SEND
- 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;

- 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.

4.4 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

4.5 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

4.6 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
- ongoing assessment of progress made by intervention groups
- work sampling
- 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

- termly inclusion team meetings
- regular meetings about pupils' progress between the SENDCo and the Headteacher
- Headteacher's report to governors

4.7 Targeted & Specialist Provision

- Pupils will be offered additional SEND 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 vulnerable pupils who do not have SEND will not be placed on the list of pupils being offered additional SEND 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 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
 - 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

4.8 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 Plan

and will ensure that all prerequisites 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. SEND information report

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 contains information on the implementation of the school's SEND policy and details information for parents on what they should do if they think their child may have SEND and outlines support available.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo in consultation with staff **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

[Accessibility plan](#)

[Equality and Diversity Policy](#)

[Behaviour policy](#)

[British Values Statement](#)

[Education of Children Looked After](#)

[Children with health needs who cannot attend school](#)

[Equality information and objectives](#)

[Supporting pupils with medical needs policy](#)