



**Ss Alban and Stephen  
Catholic Junior School**

**Special Educational Needs and Disability Policy**

<b>Date Agreed</b>	<b>October 2019</b>
<b>Date of Review</b>	<b>October 2021</b>

Nurturing Every Child to Grow and Flourish in Christ

## **Policy Objective**

### **Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if s/he:

a) has a significantly greater difficulty in learning than the majority of others of the same age; or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if s/he fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **New legislation**

New legislation (The Children and Families Act 2014) came into force from the 1st community sectors. September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway which is available on Hertfordshire's website under 'Local Offer'.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **I.Purpose**

Ss Alban & Stephen Catholic Junior School reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from and with, those with disabilities or learning difficulties of whatever order. Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special educational needs whether long or short term, related to physical, emotional or behavioural difficulties, or learning needs.

Ss Alban & Stephen Catholic Junior School believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and record information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

## **2.Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

### **3.Roles and responsibilities of Headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor, **Mrs A Batty**), who takes particular interest in this aspect of the school.

The **Headteacher (Mrs Aideen Porter)** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the pupils with SEND are given the opportunity to join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body, led by (Mr Declan Jacob)** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the new SEND Code of Practice (2014)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored

- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator (SENCO – Mrs Katie Beverstock)** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- parents are notified if the school decides to make special educational provision for their child
- co-ordinating the provision for pupils with SEND, including developing Educational , Health and Care Plans
- supporting class teachers in devising strategies, drawing up pupil profiles, developing individual provision maps and setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year assessments and tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation
- committing to ongoing training and professional development in the area of SEND.

**Class teachers** are responsible for:

- Quality First Teaching for all pupils
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

#### **4. Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of making a formal complaint parents should contact the Headteacher.

#### **5. Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts during termly/half termly Pupil Progress Meetings.
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy

- the school's SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from Local Authority (LA) personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce individual provision maps and targets, revise provision and celebrate success.

## **6.Admission arrangements**

We welcome those parents seeking integration into mainstream schooling for their child with SEND. Social consideration will be given to applications supported by an educational or other assessment of need, and we will seek to meet the parental wishes as far as practicable and in the best interest of the child. Please also refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **7.Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

As a school we offer a variety of provision which is tailor-made as far as possible to meet individual needs. This includes:

- in class support
- withdrawal for group or individual tuition
- counselling
- mentoring
- emotional and social support
- guidance with classwork
- special arrangements, e.g. supervision at break/lunch times or during off site visits
- access to ICT.

Parents are notified if their child is receiving any specialist support and those with children on the SEND support list are invited to review their child's provision termly.

It is not the school's policy or practice to assess for specific learning difficulties, but we do screen for general learning needs. If parents would like to pursue a formal diagnosis, then a list of local assessors can be found at this

<https://www.patoss-dyslexia.org/SupportAdvice/TutorAssessorIndex/>

## **8. Identification of pupils need**

### **A graduated approach**

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register s/he may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

#### *SEND Support*

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem

solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

The child's provision is assessed at a termly IPM review meeting. Parents are invited to meet the SENCO and class teacher to discuss the progress of their child and, where relevant, new targets are set. At each stage of the cycle pupils are given the opportunity to share their views and opinions.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## **Education, Health and Care Plans (EHCP)**

a) Following Statutory Assessment, an EHC Plan will be provided by Herts County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. Outside agencies and the SEND Case Officer may also be in attendance at the review meeting. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **10. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO has also completed the National Award for SEN Co-ordination.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Staff are actively encouraged to participate in relevant training in order to improve their understanding of the needs of those children they are supporting. TAs are encouraged to accept responsibility for the organisation and delivery of SEND support and are occasionally asked to attend EHCP review meetings. All staff are kept informed of any changes to the support of individual pupils, where appropriate, particularly when a review has taken place.

## **11. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **12. Working in partnerships with parents**

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **13. Links with other schools**

The school works in partnership with the other schools in the St Albans area as well as St Albans Plus Partnership. This enables the school to share advice, training and development activities and expertise across a variety of colleagues.

## **14. Links with other agencies and voluntary organisations**

As Alban & Stephen Catholic Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is responsible for liaising with a range of outreach services, including those attached to the Integrated Services for Learning (ISL) teams. They include: SEN Team; Educational Support Team for Medical Absence (ESTMA); Children and Adolescent Mental Health Service (CAHMS); Speech & Language Therapy Team (SALT); Hertfordshire Educational Psychology Service; Communications & Autism Team; Occupational Therapy Service; Specialist Outreach Service.

The DSP is Mrs Aideen Porter (Acting Headteacher) and Deputy DSP are Mrs Joanne Bates (Acting Deputy Headteacher) and Mrs Katie Beverstock (SENCO) and Mr Simon Jewels. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

**Signed by:**

**Headteacher:** .....

**Chair of Governors:** .....