

St Philip's Catholic Primary School

Special Education Needs and Disability Policy

Spring 2019
Review Spring 2020



Mission Statement

St Philip's is a welcoming community where everyone belongs. With Christ at the centre, we pray together and show our love for God by living the Gospels.

Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.

We create a caring, stimulating environment where everyone feels safe and secure.

We foster a love of learning, embracing challenge and never giving up. With support and encouragement, we learn from our mistakes and always strive to do our utmost.

We find the best in all, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

St. Philip's Primary School, as a Catholic, Christian school, has a special duty with respect to its responsibilities relating to the provision for pupils with special educational needs. Every child has a right to life. Every child has a right to love. Every child has a right to be valued as one of God's children. Every child and every parent has the right to know that the school will do all it can to meet their educational needs. Every child and every parent has the right to be informed about, and involved in, the provisions made for them at school.

The Aims of the School:

- to provide a caring, Christian, Catholic environment for each child;
- to follow a broad and balanced curriculum ;
- to develop to the full the spiritual, intellectual, aesthetic and physical potential of the child whilst recognising his/her individuality;
- to develop independent learning skills;
- to give each child the opportunity and facilities for learning and creative activities through experience, experiment and discovery;
- to provide an atmosphere of trust and understanding in which the child can enjoy a sense of security and self-discipline;
- to develop the child's ability to live and work harmoniously together with others in the realisation that all have an equally important contribution to make to the school community;
- to work in partnership with parents towards the development of appropriate attitudes and values.
- St. Philip's has a whole school policy approach to the provision for children with Special Educational Needs.
- As a Catholic school we are committed to the inclusion of children with special needs within the school community.

Introduction

This policy sets out our approach to supporting children with special educational needs and Disability (SEND). For more information about how we support children with SEN and Disability, please also see our SEN Information Report on our website that is updated annually.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer

Other school policies that include information that may be important for pupils with SEND can be found on our website:

<http://www.stphilips.e-sussex.sch.uk/policies.shtml>

Behaviour policy

Equalities policy

Accessibility plan

Anti-bullying policy

This policy is divided into sections:

1. Leadership and Management of SEND
2. A definition of SEND
3. Identification and Assessment of SEND
4. The graduated approach to SEND support
5. Working in partnership with parents
6. Involving children
7. Assessing and reviewing outcomes
8. Transition
9. The approach to teaching children with SEND
10. Curriculum and learning environment
11. Training and continuing professional development (CPD) for staff
12. Evaluating the effectiveness and impact of SEND provision
13. Inclusion
14. Emotional and social development and well-being
15. Involving specialists
16. Funding for SEND
17. Data Protection

References pertain to the Special Educational Needs and Disability (SEND)

Code of Practice: 0 to 25 years January 2015

1. Leadership and Management of SEN

The Inclusion Leader

Our INCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our INCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our INCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

Our INCO is Abbey Dunne.

The Governors

The governor responsible for SEND is Deborah Rowland

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

Arrangements are in place in school to support pupils with medical conditions (3.66)

A SEN information report is published annually (6.79)

There is a qualified teacher designated as a SENCO/INCO for the school. (6.84)

In addition, our governing body works with the INCO and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. A definition of SEND

The SEND code of practice: 0 to 25 years (Jan 2015) states that '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...'
- '...special educational provision is educational or training provision that is additional to or different from that made generally for other children... of the same age' (p.15-16)

The main areas of need that are described in the SEND Code of Practice are:

Communication and Interaction – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and Learning – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD) (6.28-6.35)

Children with any of these needs can be included in our school community.

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3. Identification and Assessment of SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from specialist staff or teaching assistants.

We assess each pupil's current skills and level of attainment on entry to the school. We make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality first teaching targeted at the pupil's area of weakness.

In identifying a child as needing *SEN support*, the class teacher, working with the INCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. (6.21, 6.24)

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. (6.20)

Where it is decided to provide a pupil with *SEN support* the decision will be recorded in school records and we will formally notify parents with the strategies proposed in a support plan. Some of these children may receive support from other agencies.

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report. (6.43, 6.48, 6.73, 6.83)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, expected progress has not been made, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. (6.63)

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child SEN. An EHC needs assessment will not always lead to an EHC plan. (6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

4. A Graduated approach to SEND support

1. *SEN support* is primarily delivered by class teachers through quality first teaching which includes differentiation and personalisation to meet the learning needs of individuals. Support is provided by specialist staff including additional/ specialist teachers and trained teaching assistants (TAs) throughout the school. The support timetable is reviewed half-termly, by the Senior Leadership Team, so that good progress can be achieved.
2. The Head teacher will meet with class teachers each half term to monitor the progress of all children including those with SEND and other significant groups of children. This information is shared with the INCO.
3. The Senior Leadership Team (SLT) will monitor progress data half-termly to ensure challenging targets are set and achieved.
4. The provision management systems in school are used to set and review targets arising from pupil learning review (PLR) meetings and will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, use of additional resources.
5. The INCO and SLT monitor interventions for SEN and other significant groups.
6. The INCO together with the SLT, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, scrutiny of books and discussion with staff and with pupils.
7. The INCO will be alerted to newly arising concerns through discussion with school staff and/or parents. Actions following these discussions will be agreed and next steps planned.
8. Support staff, class teachers, SLT, outside agencies and parents liaise and share developments in order to inform reviews and forward planning.
9. Parents and the pupils themselves are involved in the cycle of 'assess, plan, do, review' to set and review relevant and appropriate targets.

10. Where appropriate, external agencies may be involved in providing advice and support.

5. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

Have regard to the views, wishes and feelings of parents.

Provide parents with the information and support necessary to enable full in participation decision making.

Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Organise opportunities for parents to meet with staff at least three times each year.

Provide parents with children's support plans and outcomes.

Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about *SEN support* for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office.

6. Involving children

We are committed to involving children with SEND in decisions about their learning. We will:

Have regard to the views, wishes and feelings of children.

Provide children with the information and support necessary to enable full participation in decision making.

Targets for the pupil will be shared with him/her using child friendly language.

Support children to help them achieve the best possible educational and other outcomes.

(1.1)

Encourage the inclusion of all children in the School Council and other consultation groups.

Aim to include children in their target setting and encourage and support them to take an active part in reviews of progress.

7. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any *SEN support* provided. We record details of additional or different provision made under *SEN support*. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness

of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. (6.43, 6.53)

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

8. Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our *SEN support* includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (6.57, 8.7, 8.8)

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer. (9.179)

9. The approach to teaching children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the

majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

10. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND (6.12, 6.82, 1.34)

11. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50)

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

12. Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

We will publish an annual SEN information report on the school website. (6.79)

13. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities * of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

(*Except where disapplication, arising from a EHCP occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

14. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying (4.32). We provide nurture groups, friendship groups, counselling and one to one Thrive practitioner support.

We make provision for pupils' spiritual, moral, social and cultural development.

15. Involving specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based *SEN support* delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

Outside agencies that work with the school are:

1. Children's Services
2. Education Welfare Service
3. School Nursing team
4. Speech Therapy
5. Physiotherapy
6. Occupational Therapy
7. Educational psychologist,
8. Specialist teacher services such as EALS, CLASS, ESBAS
9. CAMHS

Parents/carers are informed when appropriate if any outside agency is involved and may be required to sign an agreement prior to their child being discussed or seen.

16. Funding for SEN

Element 1:

This is the basic school funding. It is an amount of money for each pupil in the school, and is used to provide education and support for all pupils in the school including those with SEN and disabilities.

Element 2:

Every school receives an additional amount of money to enable them to provide special education for children and young people with SEND. This should meet the needs of most children with SEND in the school.

Element 3:

If a pupil with SEND needs more than £6000 worth of SEN support, they may need an Educational, Health and Care assessment to see if an Education, Health and Care Plan is needed.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an Education and Health Care plan where the parent or young person is involved in securing that provision. (9.95,9.98)

17. Data Protection

All information held around SEND support for individual pupils including Education Health Care plans (EHC plans) are kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parent, except for specified purposes or in the interests of the child. (9.211)

See our Data Protection policy for more information.

If you have any questions about this policy please contact the INCO or Head teacher as detailed above.

This policy sets out our approach to supporting children with special educational needs (SEN). For more information about how we support children with SEN please also see our Local Offer and SEN Information Report that you can find on our website.

www.stphilips.e-sussex.sch.uk/files/St_Philips_Local_Offer.pdf

This policy was written by Abbey Dunne (INCO)

Ratified by Governors.....

Review due...Spring 2020.....

Appendix: Legislation and policies

<http://www.stphilips.e-sussex.sch.uk/policies.shtml>

Statutory policies for schools

Schools are required to have the following policies in place:
(DfE advice published February 2014)

Accessibility Plan
Admission Arrangements
Behaviour Policy
Child Protection and Safeguarding
Early Years Foundation Stage
Single Equality Policy
Data Protection
Health and Safety
Home-school agreement document
Published School Information
Sex and Relationships Policy
Supporting Pupils with Medical Needs Policy

Relevant but non-statutory policies include:

Anti-bullying
Teaching and Learning

Listed below are the regulations and legislation that are relevant to this policy.

Should you need further advice, or support, please contact the school, or

East Sussex Advice and Support Services Network 0345 608 0192

Website:

www.eastsussex.gov.uk/informationforfamilies

Email:

informationforfamilies@eastsussex.gov.uk

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- *Children/young people* with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35

- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 2018

Regulations

The Special Educational Needs and Disability Regulations 2014