

St Benedict's Catholic School

Bury St. Edmunds

January 2018

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
POLICY**

SEND Policy

The SENDCO (Special Educational Needs and Disabilities Co-ordinator) and member of the Senior Leadership Team at St Benedict's Catholic School is Mrs A. Walker.

The Assistant SENDCO is Mrs K. Reeman.

The role of the SENDCO

The SENDCO must be a qualified teacher working at the school.

The SENDCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals, providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising and negotiating costs with other schools, educational psychologists, health and social care professionals, Specialist Teaching Services and independent or voluntary bodies for interventions and provision as is necessary
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEND up to date
- The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

SEND Policy Aims and Objectives

St. Benedict's SEND Policy details how the school will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow them an inclusive education, so far as is reasonably practical.

The school will have regard to the Code of Practice when carrying out its duties toward all students with special educational needs and disabilities and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Aim:

As a school we aim to raise the aspirations of and expectations for all students with SEND to ensure the best possible opportunities for their future goals, become confident individuals living fulfilling lives, make a successful transition to the next stage of education and in doing so make good contributions to the wider community.

Objectives:

1. To identify and provide for student who have special educational needs and additional needs
2. To work within the guidance provided in the SEND code of Practice, 2014
3. To provide a Special Educational Needs Co-ordinator who will work to the SEND Policy
4. To provide support and advice for all staff working with special educational needs students
5. To develop, maintain partnership and high levels of engagement with parents
6. To ensure access to the curriculum for all students.

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A student of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority

Monitoring student progress

All teachers are teachers of SEND and as such their duty is to differentiate their teaching to meet the needs of all students. This is known as Wave 1 intervention. However, teachers may conclude that the strategies they are currently using are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed within the classroom. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

Consideration should then be given to providing Wave 2 intervention.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might, for instance, be the progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills, demonstrates improvements in the student's behaviour

Wave 2 intervention would be a whole school programme which aims to bridge the gap between the student and their peers, the type of interventions used at St Benedict's are outlined through the Local Offer, published on the school website.

Should this not be adequate in bridging the gap then they would receive Wave 3 intervention and be placed on the SEND Register.

Wave 3 intervention would be a programme which is individualised and tailored to meet the child's specific need; this maybe in the form of alternative curriculum, specialised provision and intervention or additional staffing and behaviour management support.

Identification of a Special Educational Need

Assessment is a continuing process that can identify students who may have special educational needs. St. Benedict's will measure student's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptions within the National Curriculum at the end of key stage 2
- their progress against the criteria specified in subject assessment grids.
- standardised screening or assessment tools.
- Information received on transfer through professional dialogue or SEND records

Identification

Students will be identified according to 4 broad categories of need. While these 4 categories identify aspects of primary need for the student, St Benedict's will consider the needs of the whole child which will not just include the special educational need.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI),

hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Alone the following do not constitute SEND – but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Student Premium Grant
- Being a Child in Care
- Being a child of a serviceman/woman
- EAL (English as an Additional Language) - Where there is uncertainty about an individual, the school will look carefully at all aspects of the student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from a special educational need.

LA High Needs Funding

It is possible for the school to apply for high needs funding without the need of an EHC Plan (see below). We would seek this with parental agreement should a student have needs identified on their Student Support plan which requires significantly increased funds in order of the child to remain within the mainstream setting. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs.

School request for an Education, Health Care Plan (EHCP)

For a limited number of students, the help given by schools may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an assessment for an EHCP. Where a request for an assessment is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action
- support already in place
- records of meetings
- the student's health including the student's medical history where relevant
- National Curriculum KS2 levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by Social Services or Education Welfare Service.

The Local Authority states:

- Children and young people with special educational needs and/or disabilities may be eligible for an SEND support plan or an education health and care (EHC) plan. This will replace the current system of statements and learning difficulty assessments.
- Children and young people with special educational needs and/or disabilities will be eligible for an assessment for an education, health and care plan from birth until the age of 25 whilst in education.
- Children and young people who are eligible for an education, health and care plan will be offered the option of a personal budget to provide more choice over their care package.
- Professionals will work in a more coordinated way to join up help across education, health and social care

Any students in receipt of an existing Statement will be changed over to a EHC Plan at transition to the next phase of education.

Annual review of a statement of special educational needs and or EHC Plan

All statements/EHCP will be reviewed at least annually with the parents, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the Statement/EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review in year 8 will be significant in regard to the forthcoming transition to the Upper School Centre. The annual review held in Year 9 will be particularly significant in preparing for the student's transition to the KS4 and their option choices. The annual reviews in Year 11 will include focus on the students' post-16 transition.

Access Arrangements (exams)

During Year 10 and 11 students with SEND are screened to identify anyone who may be eligible for access arrangements during their exams. This could include:

- Extra time
- Scribe/ reader
- Use of ICT
- Modified papers, etc.

This information is used to support summative assessments and arrangements are then put into place for the formal exam series. The exams officer can give further details about this process.

Roles and Responsibilities

SEND Governor – is responsible for monitoring and evaluating the process and impact of SEND provision within school, they will liaise regularly with the SENDCO and visit the school to observe and talk to staff and students about their role and experiences.

Learning Support Assistants– We are fortunate to have a large and skilled team of staff who support our students in a variety of ways, such as every day support of students learning in the classroom, running interventions to

minimise learning gaps, addressing emotional and social difficulties, mentoring and advice for individuals. Many of our LSAs have become experienced and skilled in specific areas of need, such as: ASD, Emotional Literacy, Speech and Language and Literacy/Numeracy intervention. They have regular training sessions where knowledge and learning can be shared and updated. Full time staff are also attached to specific subject areas and attend departmental meetings/training to ensure subject knowledge is accurate and their support in class is effective.

Safeguarding

Both the Upper School Centre and the Lower School Centre have a team of Safeguarding staff available to be contacted at all times. These staff are publicised at both sites.

Storing and managing information

SEND information is only shared with outside agencies with parental permission. The SEND register is shared with all staff, but remains confidential. SEND records are sent on to new educational establishments.

Mrs A Walker. Assistant Head for Inclusion/SEND/CO January 2018