



“At St. Chad’s, we grow in the light of Christ, to share his love and reflect the gospel values.”

## St Chad’s Primary SEND Policy

Stakeholders involved: Erica Heweston: PSS Teacher, Dr Peter D’Lima: Educational Psychologist, Jane Brown: Autism Advisory Practitioner, Karen Gillman: Physical Difficulties Support Service; Senior Leadership Team, teaching and support staff and parents and carers at St Chad’s.

St Chad’s is an inner city one-form entry Catholic Primary School, with seven classes starting at Reception. The majority of pupils are from minority ethnic backgrounds, and the proportion that speak English as an additional language is above average. The proportion of pupils for whom the school receives the pupil premium is also above average.

### Principals

The principles, which underpin our Special Educational Needs Policy at St Chads, reflect what is set out in the Special Educational Needs Code of Practice, January 2015. As a Catholic School, we believe that meeting a child’s needs reflect gospel values. The respect for the gifts and needs of each individual pupil is essential, combined with a flexibility of approach. This is embodied in our mission statement which is:

*“At St Chad’s we grow in the light of Christ, to share in his love and reflect the gospel values.”*

At St Chad’s we believe that the child is at the heart of the process and that the views, wishes and feelings of the child or young person, and their parents are crucial to ensuring the best possible outcomes for the child.

### Aims and objectives

The aims of our SEND policy at St Chad’s are:

- Aspirations of the child and their parents are placed at the centre of everything we do;
- Ensuring early identification, so a child’s needs are met to promote the best outcomes;
- To develop an ethos and create an environment which meets the special educational needs of each child, so that that they can achieve their learning potential;
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To promote emotional resilience as well as to identify, assess and support pupils who present Social, Emotional and Mental Health Needs;
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- Ensure reasonable adjustments are made that enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners;

### **Admission Arrangements**

The admission arrangements for children with SEND are the same as the admission arrangements for all children. Prior to starting school, parents/carers of children with an Education Health and Care Plan or pending Education, Health Care Plan will be invited to discuss the provision that can be made to meet their identified needs. Outside agencies are consulted to ensure smooth transition.

### **Identifying Special Educational Needs**

At St Chad's School we believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

### **What are the four areas of special educational needs?**

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision. **SEND Code of Practice, 2015**

At St Chad's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to access and join in all school activities together with pupils who do not have special educational needs.

### **The Graduated Approach to SEND Support**

Where a child is identified as having SEND we use the graduated approach which incorporates interventions and a cycle of Assess, Plan, Do and Review. Provision for children with special educational needs is a matter for the whole school. The governing body, the Senior Leadership Team, the Leader for Inclusion and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are educators of children with special educational needs.

### **How do we identify if a child needs to be placed on the Database?**

Our first step in responding to a pupil's identified need is to ensure that High Quality Teaching, differentiated for individual pupils, is in place. The SLT and Leader for Inclusion ensure this through planning and book scrutinies, moderation, learning walks and lesson observations and training to address the needs of the children.

We use Access to Education's Language and Literacy Continuum and Maths Tool Kit to assess children who are working below or significantly below Age Related Expectations. Teachers and classroom assistants do this together and provide the Leader for Inclusion with evidence of a child's academic ability.

We use this information to decide which level of support is required, Universal, Targeted or Specialist. Then we create Individual Target Plans or One Page Profiles depending on the type of support required. Teachers use these to inform their weekly planning. We use 'person centred planning tools' for example, Good Day, Bad Day, 4+1 Questions and Important for and Important to. These help us to ensure that we understand what is important to our pupils now and in the future.

Children may be placed on the database if they present persistent social, emotional or mental health difficulties that are causing substantial barriers to learning, social relationships and their wellbeing. We carry out analysis of the

child's needs and use baseline measures to assess social/emotional functioning. As a school we identify vulnerable pupils and groups and establish appropriate strategies and procedures to support them. A child may also be placed on the SEND database if they have sensory or physical problems and continue to make little or no progress, despite the provision of specialist equipment, or if there are communication and / or interaction difficulties. Depending on the level of need specialists may be involved. We always consult and involve parents when making these decisions

### **How Do We Assess Progress?**

The Language and Literacy continuum allows us to track steps of progress. However small, this progress is regularly reviewed. We will decide together if an Individual Target Plan (ITP) is necessary. Sometimes external agencies are involved in making assessments and offering advice on how children can achieve their targets. Parents are always consulted and involved in making these decisions.

They are reviewed formally on a termly basis with the Leader for Inclusion, but teachers use the ITPs and One Page Profiles on a daily basis so they are constantly being reviewed. Targets are changed as children achieve them.

After our plan, do and review process, we may use specialist expertise, if we feel that the interventions are still not having an impact on individual progress. The school will record the steps taken to meet the needs of individual children and the Leader for Inclusion will have responsibility for ensuring that records are kept and available when needed. If we refer a child for a formal statutory assessment, we will provide the LA with a record of our work with the child to date.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and Leader for Inclusion will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arising from special educational needs.

## **Partnership with parents**

At St Chad's, partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what type of support they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.

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 and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. St Chad's operates an open door policy and the Leader for Inclusion encourages parents to speak to her regularly on matters that may concern them.

Parents are encouraged to use the school website [www.stchadsprimary.co.uk](http://www.stchadsprimary.co.uk) which has a section dedicated to Special Educational Needs. It contains links to this policy and our **Special Educational Needs Disability Information Report/Local Offer**, which has been produced in consultation with the Birmingham Education Authority. The 3 strands, honest communication, appropriate teaching and learning and a partnership approach which Birmingham have developed, are written into our Local Offer/SEND Information Report. This gives parent's information on the provision we have on offer at St Chad's for our children with special educational needs.

## **The Nature of Intervention and support**

The Leader for Inclusion and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with teachers or teaching assistants who have training in evidence based interventions. Details of which can be found in our SEND Information Report/Local Offer on our website;
- Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the Leader for Inclusion, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and Leader for Inclusion and they will have specific time slots to discuss individual targets and progress with the Leader for Inclusion on termly basis.

Specialist services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ITP or One Page Profile continues to be the responsibility of the class teacher.

### **Monitoring and evaluation**

The Leader for Inclusion monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers. The Leader for Inclusion and the head teacher hold regular meetings to review the work of the school in this area. In addition the Leader for Inclusion and the named governor with responsibility for special needs hold regular meetings and the results of this are fed back to the governing body.

### **School Request for an Education Health and Care Plan**

The school will make a request to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Target Plans, One Page Profiles and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in English and Maths;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a way of providing support that puts children; young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

## **Roles and Responsibilities**

### **Role of the Leader for Inclusion at St Chads**

Mrs Wheatley's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND database through regular classroom observations;
- Liaising with the HLTA who is responsible for the teaching assistants.

### **The Role of the SEND Governor and Governing Body**

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils including those who are SEND. The SEND Governor is Mrs S Stewart.

Our Designated Safeguarding Lead for child protection is Mr M Tehan and Mrs M Parker, Miss M Ryan or Mrs J Azadeh deputises in his absence Our Child Protection Governor is Mrs A Smith.

### **Compliments and Complaints**

Most complaints are easily resolved with the class teacher or Leader for Inclusion. However if after consultation with them parents feel they have not received the outcome they would like. They will be directed to our Head

teacher Mr Tehan, who will endeavour to resolve issues. He may direct parents to the Governing body if the needs arise.

We also encourage positive feedback from our parents and carers on our SEND provision. We operate an open door policy and are grateful for any feedback to improve our services to ensure the best outcomes for our children.

**Date of this policy July 2020**

Kathryn Wheatley Leader for Inclusion

**Head Teacher**

**Signed**.....

**Chair of Governors**

**Signed**.....

**Policy Review**

This policy is to be reviewed annually.

Next Review Date July 2021