

English Martyrs Catholic Voluntary Academy  
SEND Policy



Adopted: January 2018

Review: January 2020



“ We learn and grow as a family in the footsteps of Jesus “

## Special Educational Needs & Disability (SEND) Policy

Review date: Jan 2020

### Aims and objectives:

- ❖ have regard to the Code of Practice ( updated 2015 ) on the identification and assessment of special educational needs
  
- ❖ follow the guidelines laid down by the Local Authority
  
- ❖ work in partnership with the child, parent/carers, all staff, governors and outside agencies
  
- ❖ use a range of differentiation to provide effective learning opportunities for all pupils
  
- ❖ recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start will be made in considering the additional help the child may need
  
- ❖ Implement a Pupil Passport tailored to an individual child's needs where a child is identified as having special educational or behavioural needs realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
  
- ❖ Seek the views of the child and take these into account where appropriate. Enhance self-esteem by setting appropriate targets and by celebrating achievement.

- ❖ use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate
- ❖ Create a system of monitoring and record keeping which will assist in the development of future work and the transferral process.

### **Code of Practice**

*The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.*

The following pages set out the model of Assessment and Provision that we will provide in line with the new Code of Practice.

### **Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ behaviour, emotional and social development
- ❖ sensory and/or physical

### **Identification and Assessment**

“The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally; and if that learning difficulty calls for

❖ **special educational provision** (ie provision additional to, or different from, that made generally for children of the same age in local schools).”



In identifying children who may have special educational needs we can measure children’s progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the age related objectives specified in Literacy and Numeracy
- ❖ their performance against the assessment criteria within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

### **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child’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 special educational needs.

### **Procedures**

#### **Responsibilities of the Headteacher.**

The Headteacher has the overall responsibility for the receipt of information from the LEA regarding the special educational needs of pupils within the school and for the provision and progress of learners with SEND. The Headteacher will designate a member of staff to oversee the provision for Special Educational Needs throughout the school.

### **Responsibilities of the SENDCo Coordinator**

The SENDCo will:

- maintain the SEND list and will ensure that the child's name is placed on the list
- operate the school's SEND policy on a day-to-day basis
- liaise with and advise colleagues
- help to manage and direct Teaching Assistants
- co-ordinate the provision for meeting the special needs of the child (including overseeing EHCPs, provision maps and pupil passports)
- contribute to in-service training
- liaise with external agencies, including Educational Psychologists, Enhanced Mainstream Schools and the Educational Social Work Service
- Access training where appropriate, including gaining the National Award for SEND Coordination.

### **Responsibilities of the Governing Body**

The Governing Body must:

- name a governor to have responsibility for Special Educational Needs
- assist the Headteacher and SENDCo in securing the necessary provision for any and all pupils who have special educational needs
- consult the LEA as the funding authority and the governing bodies of other schools when it appears necessary or desirable to co-ordinate the provision for special educational needs in the area
- monitor the provision made for meeting Special Educational Needs by receiving from the Head teacher and/or the SENDCo reports confirming that
- all adults working in the school are aware of the importance of identifying and providing for pupils who have special educational needs
- the individual needs of pupils are appropriately made known to all who are likely to teach or supervise children with special educational needs
- pupils with special educational needs join in the activities of the school together with other pupils, so far as that is reasonably practical and compatible with the

pupil receiving special educational provision, the efficient education of other children in the school and the efficient use of resources

- parents are notified of a decision by the school that SEND provision is being made for their child
- the quality of SEND provision is being monitored
- ensure that SEND provision is an integral part of the school development plan

### **Whole School Approach**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, teaching assistants,
- SENDCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are completed so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in assessment tasks.
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the school's SEND information report.

### **Individualised Approach**

The class teacher identifies any pupil who is having learning difficulties for whatever reason. After discussion with the Headteacher and SENDCo, the class teacher discusses

any apparent continued or significant lack of progress with the child's parents. Any of the following individualised approaches may be implemented to support the learning of the child.

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from the Educational Psychologist or other external agencies. Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a one to one Teaching Assistant (TA).
- Review meetings will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Teaching assistants will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Parents will be given clear routes to access support.

### **Educational Health Care Plans.**

A child will be brought to the LA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

In our schools, if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LA for an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled “Inclusion: Providing effective learning opportunities for all children”
- ❖ evidence provided by the child’s school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child’s learning difficulties
- ❖ evidence of action already taken by the child’s school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child’s progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

The child’s progress is monitored more formally with the involvement of external agencies and the plan is reviewed annually.

### **Monitoring And Evaluating Performance**

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Termly review meetings and annual reviews.
- Work scrutiny with selected pupil groups.

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

### **Review**

This document will be reviewed every two years to assess the effectiveness of our policy on SEND throughout the school. It is to be expected that modifications will be made through experience and statutory requirements.

**Date of review January 2020**