

English Martyrs Catholic Voluntary Academy
SEND Policy



Adopted: March 2020

Review: March 2022



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

Approved by: Headteacher

Date: April 2020

Last reviewed on: March 2020

Next review due by: March 2022

1.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 individualised supported learning to provide effective teaching and 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.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

3.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 English and Maths

- ❖ their performance against the assessment criteria within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

3.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.

4.Procedures

Responsibilities of the Head teacher.

The Head teacher has the overall responsibility for the receipt of information from the LA 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 SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
 - Access training where appropriate, including gaining the National Award for SEND Coordination.

Responsibilities of the SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

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, SENCO, parents and pupils to ensure good progress

- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCO offers advice on supported learning 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 and the SIP.
- 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.

5. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

7.Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through our termly pupil progress meetings.

8.Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The class teacher identifies any pupil who is having learning difficulties for whatever reason. After discussion with the Head teacher and SENCO 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.

9.Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

10.Additional support for learning

We have 6 teaching assistants who are trained to deliver interventions such as ELKLAN (speech and language) ELSA (emotional literacy support) sensory circuits, precision teaching, numicon, lego play and sunshine circles.

Teaching assistants will support pupils on a 1:1 basis when their learning needs are so specific that they are unable to access the same level of learning as their year group cohort, often following consultation with external agencies.

Teaching assistants will support pupils in small groups when children have similar needs and abilities or can offer peer support.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Services
- Speech and Language therapists
- Autism Outreach
- Behaviour Support
- GP and School Nurse team
- Sensory Impairment Team (Lincolnshire)
- CAMHS

11. Expertise and training of staff

Our SENCO has 5 experience in this role and has worked as a member of our teaching staff for 10 years.

They are allocated 3 hours a week to manage SEN provision.

We have a team of 8 teaching assistants, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ELSA, early childhood trauma, emotion coaching, working with children and young people who have experienced domestic violence.

We use specialist staff for ELKLAN (speech and language) ELSA (emotional literacy support) sensory circuits, precision teaching, numicon, lego play, sunshine circles

12. 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.

13. 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 SEND funding

14.Complaints procedure

Parents considering or wishing to make a complaint in connection with SEND provision for their child (ren) should refer to the CMAT complaints policy which is found on the school website.

15.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 March 2022.