



ST.BEDE'S R.C.V.A

PRIMARY SCHOOL

St Bede's is a community
Of faith, love and respect
Inspiring us to achieve

Special Educational Needs and Disability (SEND) Policy

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The Mission of St.Bede's School

'St Bede's is inspired by the teaching and life of Christ.

We are a family community where every individual is valued and respected.

Our school seeks excellence in teaching and learning, to be inspirational to others through our words and actions.

We achieve our success through hard work and dedication, through tolerance, sharing and fairness.

We are committed to our vision to build respect where each voice is heard and everyone matters.

Let love surround us, love of learning, love of one another, love of all peoples, love of life itself and love of God.'

HEADTEACHER: Mrs Therese Worrall

SENDCO: Mrs Gillian Nelles (Member of the SLT)

EYFS named person for SEND: Mrs Nicky White

SEND Governor: Mrs Sarah Legge

Our SEND values:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

SEND Policy

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties and social, mental and health problems. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

- Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- Xiv A child of compulsory school age or 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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our Local Offer provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEN, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions. St.Bede's has a Graduated Approach to SEN support.

Our school's Graduated Approach to SEN

Quality First Teaching (QFT)

The Graduated Approach starts in every classroom where children should have high quality teaching which is adapted according to need. This is the entitlement of all learners.

Children receive inclusive QFT which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is building on what your child already knows, can do and understands.
- Different ways of teaching are in place so that your child is fully involved in

learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

If, following two cycles of assess, plan, do and review, progress has not been as hoped, this will be discussed with you again. School may recommend that more interventions are needed and that the next stage, SEN Support – Pupil Passport, would be beneficial which includes placing your child on the school's SEN register.

SEN Support – Pupil Passport

At the early stages of SEN Support, you will be invited to complete a pupil passport with the SENDCO and your child. This is an opportunity to record your child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used by school to ensure everyone working with your child knows best how to support them.

Children may receive additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. At this stage input from other agencies may be sought.

Following two cycles of the Pupil Passport, if it is agreed at the review that progress is still not in line with what is expected, your child will move onto an SEN Support Plan.

SEN Support – SEN Support Plan

Where a child continues to make less than expected progress, despite interventions, a more structured and detailed plan will be made which allows the needs of your child to be set out clearly including highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this, e.g. specialist teachers from the Northumberland Inclusive Education Services and the Educational Psychologist, Visually Impaired Service and Hearing Service or NHS services for children such as the Speech and Language therapy (SALT) Service. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress. Your views and your child's will be taken into account and there will be clear, measurable outcomes. The plan will run for at least two cycles with a review process after each cycle.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multiagency assessment is required through a Consideration of Statutory Assessment (COSA) request.

Consideration of Statutory Assessment (COSA)

A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made using a "COSA form" which collects information around what difficulties your child is experiencing, how the school has been supporting them and what impact the support has had. There is a parent/carer form which you can complete at this stage to share any information about your child that you feel is important.

COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel which is made up of head teachers / senior school leaders, representatives from health and social care and other professionals such as Educational Psychologists. The Panel reviews the information and makes a decision as to whether there is clear evidence that the school have used the resources delegated to them to meet SEN and can make a decision to assess or not to assess.

If an assessment is carried out, a draft plan and all the written advice will then go to the SEND Commissioning Panel which will decide whether the assessment of your child's needs has shown the level of need is over and above that which can be met from within school resources and whether an Educational Health and Care Plan is required. The EHCP will detail what level of support is required to best meet your child's needs. The Panel may decide that your child's needs are able to be met from resources available within school and recommend that your child continues to be supported at SEN Support.

How do we support Learners with needs in specific areas?

Speech, Language and Communication Needs (SCLN)	If your child has been identified as requiring additional speech and language support there are teaching assistants within school to provide this, usually on a 1:1 basis. They work closely with a professional from the Speech and Language therapy (SALT) Service. Your child is usually referred to this service via nursery or school as soon as a specific need is recognised. You may have also been referred to this service before your child starts nursery. If this is the case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support.
Physical Disability	Your child may require a specific exercise programme which needs to be carried out regularly at home and in school. Professionals from Occupational Therapy and other Physiotherapy services may visit school to deliver an exercise programme and review your child's progress as required.
Specific Learning Difficulty e.g. Dyslexia (SpLD)	With support from SENDCO, who holds a qualification for teaching children with SpLD, specific programmes/interventions are used for Literacy and Numeracy difficulties such as Read Write Inc. and LEXIA. The SENDCO and Teaching Assistants also work with individual children and groups who have been recognised to have specific needs. This may involve using a programme tailored to meet the child's specific needs. Progress is assessed and monitored half-termly or at the end of a time-limited intervention.
Hearing Impairment (HI)	We receive support from the Hearing Impairment Service who monitor children with a specific hearing impairment. They advise school on the relevant support package needed and regularly check any equipment used in school.
Visual Impairment (VI)	We receive support from the Visual Impairment Service who monitor children with a specific Visual Impairment. They advise school on the relevant resources needed and regularly check the progress of children they are involved with.

Autism Spectrum Disorders (ASD)	Advice and support from NIES (Northumberland Inclusive Education Services) – the Autism Service. This involves observations, information gathering and reports which help school to provide strategies to support children with needs in this area. We also have trained staff experienced in delivering the best support package or intervention for children with ASD.
Social, Emotional, Mental Health Needs (SEMH)	This may involve group or individual interventions. An ELSA trained Teaching Assistant can provide Nurture Groups from Y1 to Year 6. School employs a counsellor for one and a half days per week providing 1:1 and small group sessions for pupils. School delivers a BU Programme which is a group intervention that aims to build young people’s resilience to cope with the emotional challenges of everyday life, learning and school and develops their foundations for positive mental health. School receives further support and advice from NIES – Emotional Wellbeing and Behaviour Service. Further assessment of needs can be accessed through a referral to the Central Locality Hub and may involve the school nurse, the Primary Mental Health Team or the Children and Young People’s Service.

Home School Partnership

- At Our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents and /or carers are invited to meet with their child’s class teachers termly as well as receiving an annual report.
- Parents of children identified as having SEN are also invited to a further consultation with the SENDCO half-termly at which their child’s progress, Intervention and Support Plan detailing the additional support, interventions and desired outcomes are discussed and agreed.

Pupil Views

- Children’s views matter to us.
- All children are aware of their termly desired outcomes and are encouraged to self-review against these. As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective ‘SEND’ provision, the SENDCO has the following procedures in place:

- Weekly meeting with the SLT (including the Head teacher, Deputy Head).
- Fortnightly meeting with the named person for SEND in EYFS (Nicky White).
- Termly meeting with the Governor responsible for SEND.
- Half termly pupil progress meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.
- Half-termly meetings with the TAs to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Half-termly meetings with parents.

Staff Development:

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with 'SEND'.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- SEND Information Report
- Accessibility Policy
- Admission Policy
- Supporting Children with Medical Conditions Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Safeguarding Policy

A copy of this policy was agreed by the Governing Body

Date Completed:

Signed: _____ Date:

Signed: _____ Date:

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 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.
- . 6.29 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

- . 6.30 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.
- . 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 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.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 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.