



St Bede's RC Primary School

SEN and Disability Policy

SENCO: Mr Sam Keys, Deputy Headteacher.

Contact: By telephone on 0191 2743430, or by email: admin@stbedes.newcastle.sch.uk

Rationale:

At St Bede's RC Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We respond to individuals in ways which take into account their varied life experiences and particular needs.

St Bede's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to adulthood.

Objectives:

- To ensure equality of provision for pupils with special education needs (SEN) and disability.
- To take into account legislation related to SEN and disabilities, including part 3 of the Children and Families Act 2014, the SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The order setting out transitional arrangements, section 137, Equality Act 2010, The Mental capacity Act 2005, Keeping children safe in education 2016, supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO)

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEN
- Liaising with the designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools educational psychologists, health and social care professionals, and independent or voluntary bodies
- 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 pupil and their parents and informed about next options and a smooth transition is planned

- Working with 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 records of all pupils with SEN up to date

The SENTA's support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions / programmes.

The SEN team is: Mr S Keys, Mrs Dixon, Mrs Beckham, Mrs Curry, Mrs Savage, Mrs Davison, Mrs Anderson, Mrs Healey, Miss Davies and Miss Rowe.

The governor responsible for SEN is: Mrs Broadbent

The designated teacher for child protection is: Mrs L Young (Mr S Keys & Mrs J Howell)

The designated member of staff responsible for managing pupil premium is: Mrs L Young

The designated member of staff for looked-after children is: Mrs L Young
(When a child is 'looked-after' and SEN, Mrs Young and Mr Keys work together closely with all involved professionals in order to ensure information and support is consistent and effective)

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

St Bede's has a disabled toilet which is located next to the pupil's cloakroom. The medicine cabinet is located in the school office.

Allocation of resources:

The Headteacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

St Bede's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

School assessment data, teacher judgements and, where appropriate, assessments from outside

agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO – parents can also initiate the initial concerns process, if they wish.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified in writing or during a meeting. Adjustments, interventions, support and review dates will be agreed with staff, parents and pupil. This will be recorded on the records located in the Headteacher's office with copies of the provision maps.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times a year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with a variety of services, including, but not limited to – Education Psychology Service, School Health, School Improvement service (SIS), SEN support, SEN teaching and support service (SENTASS) and when appropriate, Social Services and Looked after children Team.

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taking relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information report document at <http://www.stbedes.newcastle.sch.uk/website/sen-information-for-parents/127062> or by requesting a copy from the school office.

SEN information report

This report can be found on the school website or copies can be requested from the school office. It outlines the provision St Bede's makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to St Cuthbert's, Sacred Heart or any other provision, the pupils and parents / carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school / setting through the review process.

Partnership with Parents / Carers

St Bede's RC Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are informed when their child is placed on the SEN register and the graduated approach, outlined in the Code of Practice, is explained to them. SENDIASS (SEND information, support and advice service) information is also given. Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Parental Support Advisor, Mrs Jacqueline Howell, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan is used to coordinate support for children and their families who have a range of needs.

Pupil Participation

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. Pupils work with school staff to give their views to inform the review process.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages or all pupils.
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions

- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils,
- Regular meetings between Headteacher, SENCO, SENTA, class teacher.
- Provision mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN.

Staff Development:

Various staff training and development opportunities have been and continue to be explored and offered. Training is accessed at 3 levels:

- Awareness – this is where generic good practice advice is given to school staff
 - Teaching assistants are trained internally and externally in order to deliver a range of interventions etc.
- Enhancement – this is where tailored advice or training is given to some staff
 - Key staff are trained to enhance understanding of various special educational needs.
 - Mrs Howell is trained in delivering ‘Roots of Empathy’ and ‘Thrive’.
- Specialist – This is long term training usually resulting in qualification.
 - Mr Keys has achieved the National Award for SEN Coordination

The SENCO ensures staff are frequently informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. St. Bede’s evaluates provision regularly and ensure that provision meets the needs of the children in our care – this leads to a plan on continuous professional development needs.

Medical conditions:

St Bede’s will follow the recommendations of the Children and families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission arrangements:

The school welcomes pupils with known special educational needs and disability. We also work to support identifying and offering provision for those not previously identified as having SEN.

The complaints procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level. The procedure is firstly that the class teacher attempts to resolve the matter, then if required the Headteacher and/or SENCO become involved.

For full information on the complaints procedure – see the complaints policy http://www.stbedes.newcastle.sch.uk/website/policy_documents/127072 or request a copy from the school office.

This SEN and Disability Policy will be reviewed and amended annually.

Reviewed: April 2018

