

# REDCOURT ST ANSELM'S



## **SEN-LDD and Inclusion Policy *which may also be referred to as: Special Educational Needs and Disability Policy***

**[Including EYFS, KS1 and KS2, Before and After School Care]**

Review Date: October 2018

R Jones  
September 2017

**This policy has been produced in consultation with the  
Governors and Staff at Redcourt in reference to  
our Mission Statement:**

***“Growing Together in God’s Love”***

**References**

Data Protection Act 1998  
Human Rights Act 1998  
Freedom of Information Act 2000  
Children Act 2004, 2011  
0-25 SEND Code of Practice 2014  
KCSiE 2016 Part 1 including Annex A  
Wirral Wired  
Wirral Information Resource for Equality and Diversity  
CTSA 2015  
Bribery Act 2010  
Equality Act 2010  
Education Act 1993  
Children and Families Act 2015  
Working Together 2017

**Read this policy with reference to:**

School Mission Statement Document  
Reaching Out – Essentials of an Edmund Rice Education  
Religious Education Policy  
Anti Bullying Policy  
Asthma Policy  
First Aid Policy  
Health and Safety Policy  
IHCP Document  
Bereavement Policy  
Diabetes Policy  
Children with Specific Medical Conditions Policy  
Anaphylaxis and Severe Allergic Reactions Policy  
A Summary of Good Practice for Child Protection and Safeguarding Document  
Child Protection and Safeguarding Policy  
Whistle Blowing – Raising Reasonable Concerns about Professional Malpractice Policy  
Accessibility Plan  
Medical Care Policy  
PHSEE+C Curriculum Policy  
Safe Disposal of nappies and Medical Dressing Policy  
Equal Opportunity Policy  
Individual Health Care Plans Document

Transition of Pupils to and from Redcourt Policy  
SEN-LDD, Inclusion and Welfare Confidentiality and Information Sharing Policy

*Redcourt St Anselm's seeks to promote fundamental British values at every opportunity having due regard for the need to prevent people being drawn into radicalisation and terrorism.*

At Redcourt St Anselm's our belief is to respect the individuality of our pupils. We believe that every child is a unique gift with his or her individual talents and needs. We believe that each child should have a sense of worth and that the achievements of special needs children should be noted and celebrated.

The school welcomes the views and experiences of parents of our Special Needs and Disabled children and encourage them to play an active role in their school lives. We welcome advice from outside agencies and endeavour to ensure that our SEND pupils enjoy academic, personal and social success.

### **RATIONALE:**

**This policy has been written in line with the revised SEND Code of Practice (updated) 2015.**

Redcourt St Anselm's recognises every child's right to a broad and balanced education, which gives them the opportunity to flourish through realising their full potential and making progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans.

Children may have special education needs either throughout, or at any time during, their school career. According to the Children and Families Act 2015, The Special Educational Needs and Disability (SEND) Regulations 2014:

**'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'**

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## SECTION 2: Aims

To ensure compliance with the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child, Redcourt St Anselm's intends:

- to implement the recommendations in the new Code of Practice 2014
- all children to have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- all children are encouraged to express their views and to be involved with their learning and to have a say in their individual targets.
- promote the early identification of SEND
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs
- a relevant, graduated response to children's needs
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- enable parents to play their part in supporting their child's education
- encourage regular and effective partnership between parents, schools and outside agencies
- continue to compile a register of SEND and review the provision termly
- have in place a complaints procedure
- monitor and evaluate the policy regularly

## **SECTION 3: Information about SEND provision at Redcourt St Anselm's**

**'Teachers' should set high expectations for every pupil, whatever their prior attainment or need.'**  
**(Code of Practice 2014)**

### **Admissions**

Redcourt welcomes all children who have specific SEND. The school uses the following four categories to identify the needs of our children with SEND:

- cognitive and learning difficulties
- communication and interaction concerns
- social, emotional and mental health needs
- sensory and/or physical difficulties

We recognise that some children may present with individual needs within one of these areas or from across more than one of these areas.

Please see our admissions policy for further details.

SEND Provision at Redcourt St Anselm's consists of:

### **The Class Teacher**

The class teacher has the main contact on a daily basis with children and must identify and make provision for those children with special educational needs and disabilities. (Education Act, 1993)

High quality teaching, differentiated for individual pupils, will be the main focus for all pupils within school.

### **SENCO and Inclusion Manager: Miss Jones**

Redcourt St Anselm's has a designated SENCO and Inclusion Manager who is responsible for overseeing provision and inclusion within the school, which includes:

- Coordinating all the support for children with special educational needs or disabilities and developing the school's Special Educational Needs and Disability (SEND) policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is receiving
  - involved in reviewing how their child is progressing

- Liaising with all the other people or agencies who may be involved in the structured support designed to aid a child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known by all Staff who will be working with each individual child) and making sure that there are excellent records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school in order to support them to assist the children with SEND in the school to achieve the best progress possible.
- Advising on the deployment of the school's SEND budget to meet children's needs effectively.
- Liaising with the next primary or secondary school educators, to ensure a smooth transition is arranged during any transitional period.
- Liaising with Senior Leadership Team and School Governors to maintain that Redcourt St Anselm's meets its responsibilities under the Equality Act (2010) to make reasonable adjustments and access arrangements.

### **The Governing Body**

The Senior Leadership Team and Inclusion Manager are responsible for the monitoring and implementation of the SEND policy at Redcourt St Anselm's. In addition to this, the Governing Body has the pivotal responsibility of monitoring the policy and has a designated Governor who has been appointed as Chair of the Standards and Progress Sub-Group Committee. It is their responsibility as Chair of this Sub-Group Committee to ensure Governors are aware of the SEND provision within school and update them with any relevant information.

### **Safeguarding**

SEN-LDD pupils will be regarded by the school as vulnerable. As such, SEND pupils should be supported and their well-being monitored with special regard to the increased risk to eg bullying, exploitation, sexual exploitation, peer on peer abuse. Staff will adhere to KCSiE 2016, Part 1, Annex A in the monitoring, reporting and recording of any safeguarding incidents. Please refer to Anti-Bullying, Safeguarding and Child Protection and E-Safety Policies of the school.

## **SECTION 4: Inclusion Arrangements**

Redcourt St Anselm's is committed to providing an inclusive learning environment, which is equally accessible to all children.

The Disability Act (1995) as amended by the SEND (Code of Practice 2014) places a duty on all schools to plan to increase accessibility in schools.

All teachers are responsible and accountable for the progress and development of children within their class. This includes any children who are receiving support from Teaching Assistants or specialist teaching staff from outside agencies (e.g. Orrets Meadow Outreach Service, Vision or Hearing Support Service).

In order to provide an inclusive learning environment, the school will ensure that:

- all pupils have access to an appropriate education that affords them the opportunity to achieve their personal potential
- barriers to learning are identified and that action will be taken to enable pupils to participate in activities and contribute where appropriate
- parents are expected to be partners with school in supporting the education of their children
- high expectations and suitable targets are maintained
- the ethos of the school supports inclusion
- systems will be established for children with physical and medical needs that aim to minimize the negative impact of a child's condition and maximize their individual potential
- admission arrangements do not discriminate against pupils with special education needs.

### **Pupil Voice**

Children have a unique understanding of their own special needs, so they should have input regarding what their targets should be, and how they can achieve them. It is vital that they should participate in the decision making process when their interests are involved.

- they should co-operate fully with school and be prepared to do their best. Their efforts should be recognised and rewarded
- pupils should be able to make choices and understand that their views matter and are valued

## **SECTION 5: Identification, Assessment and Provision**

### **Accurate Identification of individual need(s)**

In order to identify a child's specific needs, we consider the child's teacher's assessment of their learning, prior progress and compare their individual development in comparison with their peers and national data. Both the parent/carer's and child's opinions are also considered, as well as advice from external services.

Pupil Progress Meetings are held regularly which allows staff involved with the child, to update and review his/her progress. This ensures that 'next steps' can be made to ensure the child can make good progress and secure good outcomes.

If a child requires additional support the Inclusion Manager and parent/carer will meet and discuss placing the pupil on the Special Needs Register at either School Support or School Additional Support.

### **Types of Provision**

All pupils are entitled to receive Quality First Teaching within their classroom, but some children will require additional/specific support to enable progress within some areas of the curriculum. Children who need this extra input usually fall into one (or more) of the following categories.

***School Support*** - means a child has been identified by the class teacher and Inclusion Manager as needing some extra support in school.

This involves:

- A child will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher will run these small group sessions to provide personalised support.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**School Additional Support** - means they have been identified by the class teacher/ Inclusion Manager as needing some extra specialist support in school from a professional either inside or outside the school. This may be from:

- A Teaching Assistant/teacher will provide individual support in 1:1 sessions.
- Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual support needs)
- Outside agencies such as Catch 22 or the Youth Inclusion Program (YIP).

This involves:

- A child will have been identified by the class teacher/ Inclusion Manager as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents/Carers will be invited to a meeting to discuss their child's progress and help plan possible ways forward.
- A Person Centred Plan (PCP) will be developed to set achievable targets for the child, which will include their own thoughts and opinions about themselves, as well as those from their parents and teacher, in order to support their individual learning.
- Parents may be asked to give permission for the school to refer children to a specialist professional (e.g. a Speech and Language Therapist or Occupational Therapist). This will help the school to understand a child's particular needs better and be able to support them better in school.
- The specialist professional will work with children to understand their needs and make recommendations on how best to support them.

Both the Parents/Carers and child will be fully involved in this process. This ensures that they are always included in the organisation of support, and allows for good future outcomes.

### **Health Care Plans**

Pupils with medical/physical needs which impact upon their learning or safety in school will be placed at School Support or School Additional Support, depending on the degree of need. A Health Care Plan will be drawn up and staff within Redcourt St Anselm's will ensure that all needs are catered to, such as the administering of medication.

### **Requesting an Education, Health and Care Plan (EHC)**

Parents have the right to request an Education, Health and Care assessment at any stage if they feel their child's special educational needs cannot be met over time, even if Redcourt St Anselm's continues to support the child through the provision process. Parents can ask for further information from Miss Jones (the Inclusion Manager) or access it at [www.wirral.gov.uk](http://www.wirral.gov.uk).

When a request for a EHC assessment is made to Wirral Local Authority, it needs to be supported by information about the child's attainment and rate of progress, as well as evidence of action already taken by school of the child's specific special educational needs.

### **Involvement of External Agencies:**

The Staff at Redcourt work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support. As a school, we meet on a termly basis with key external agencies to agree programmes of work and any staff training needs.

Some of the external specialists typically providing support for individuals and groups of children, and support for professional development include, but are not limited to:

Learning and Behaviour Support Service

Educational Psychologist (*Where considered necessary assessments are funded by parents*)

Speech and Language Therapy

Wirral Autism Support Service

Wirral Access Technology Support

Child and Adolescent Mental Health

Integrated Primary Mental Health

School Nurse Service (*Limited access*)

Sensory Support Service (Hearing and Vision)

Occupational Therapy/Physiotherapy

Children and Families First

Social Care

## **SECTION 6: Complaints Procedure**

### **COMPLAINTS PROCEDURES:**

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEND provision for their child they should follow our complaints procedure, which in summary is to;

- Talk to their child's class teacher
- If concerns continue, contact the Inclusion Leader
- If there are still concerns make an appointment to see the Headteacher
- If the matter is not resolved, put their concerns in writing to the Chair of Governors.

We will endeavour to act swiftly and positively to address the issue directly.

## **SECTION 7: Policy Monitoring**

The success of the schools SEND Policy will be judged against the Aims. The Policy will be reviewed regularly and the Governing Body's Annual Report will report on the implementation of the policy. The School Development Plan will set out specific targets against which progress can be measured.

Example of Targets for the School Development Plan:

- All pupils will contribute to their PCPs
- Parents/Carers will contribute to the PCPs
- all staff will attend an INSET on PCP writing

### **Further Information in other policies:**

Further information on Special Needs can be found in the Policy on Equal Opportunities, Curriculum Policies, Behaviour and Anti-Bullying Policy, Accessibility Policy, School Prospectus, Attendance Policy.