



**Special Educational Needs & Disability (SEND) Policy in line with the SEND Code of Practice**

Approved by:

Date:

Last reviewed on: July 2018

Next review due  
by:

## **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

St Ambrose RC primary School has a named SENCo, Jane Hoban, who has completed the National Award for SENCo qualification. The named Governor responsible for SEND is Angela Agar. They ensure that the St Ambrose Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies within the school.

In our school it is the belief that all children have an equal right to a full and rounded education which will enable our pupils to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

- 1) Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- 2) Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- 3) Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- 4) Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

## **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream

setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2015**

We have a wide range of abilities of pupils working within our school, we recognise that some children may feel disadvantaged working alongside their peers and equally may feel isolated by being withdrawn for interventions. These pupils may be offered additional support in a range of ways to suit their needs. This maybe through small groups of 2, 3 or 4 pupils out of class, through 1:1 activities out of class, or in class where the intervention facilitator works in the class alongside the class teacher and class TA, this would be in order to support quality first teaching. These support strategies are intended to boost the pupils' skills level and confidence.

We equally recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at St Ambrose, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all staff who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. It is the responsibility of the class teachers identify and address any pupils with SEND.

All pupils are discussed at half termly pupil progress meetings that are attended by the class teacher, head teacher and Assessment Coordinator. The SENCo will also meet on a 1:1 basis with teachers once a term at the SEND review meeting. The child's Pupil Profile is updated in line with the Graduated Response as set out in the Code of Practice and actions are set for both professionals and pupils which are reviewed at the following SEND meetings. Pupils with SEN are recorded on our school provision map and the impact of interventions is discussed at the pupil progress meetings and SEND review meetings. Intervention facilitators are also met with to discuss the impact of any programmes in place. The interventions we deliver are reviewed and adapted to meet the needs of our pupils.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals

- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's early years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **The Role of The SENCO and what Provision Looks like at St Ambrose**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making visits to classrooms to monitor the progress of children with SEND.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, St Ambrose will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will keep a provision map of interventions and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and monitored for a period of up to one term. The pupil will be discussed at the termly SEND meeting with the SENCO and a specific intervention and/or strategies or a personalised learning plan may be put in place and, if no progress is noted after a further term, the child may be added to the school SEND register with parental permission. The class teacher, after discussion with the SENCO, will provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom and recorded on the class teachers planning. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person. Some children with a greater need may be reviewed more often and the child may be placed on the SEND register at an earlier point; this will be agreed with the SENCO, class teacher and parents. A child may be removed from the SEND register at any point, should they be making the expected progress.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage

parents to make an active contribution to their child's education and invite parents to attend regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged, where appropriate, to contribute to the assessment of their needs, the review and transition process.

The school website contains our school SEND Information Report that includes the arrangements made for children in our school with special educational needs. It also has links to Manchester's local offer and where to go to for external support.

Parents always have access to the SENCO through her school email address

[senco@st-ambrose.manchester.sch.uk](mailto:senco@st-ambrose.manchester.sch.uk)

and through contacting the school office for a face to face appointment (0161 4453299).

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with intervention facilitators.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible, through quality first teaching for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents have the opportunity to meet regularly with the class teacher and SENCO.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies

for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

**Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

**School Request for statutory assessment for an Education Health and Care Plan**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous targets for the pupil and if they have met them.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Where the child is working at in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health and Care plan will be reviewed each half term during pupil progress meetings, termly through the SEND meetings, and annually in line with statutory guidance. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review and where possible invited to the review.

**Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

We support the children through quality first teaching, to support and review how this teaching is impacting on pupil progress we hold half termly pupil progress meetings with class teachers where the SENCo is present. All children are discussed and through our provision mapping and class based learning we ensure that we are meeting the children's individual learning needs. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up the provision map for children requiring additional support and intervention. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs have opportunities to meet.