



**WORKING POLICY DOCUMENT**

**Previous:** February 2014  
**Revised:** December 2014

---

**A POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**I have come that you may have life and have it to the full.**  
*John 10:10*

**MISSION STATEMENT**

**God is at the centre of everything we do**

**School Aims**

The aim of this policy is to provide all children with the greatest possible access to a broad and balanced curriculum. St Edmund Campion Catholic Primary School aims to meet all the needs of its community of children through inclusive teaching and learning opportunities. We want all our children to achieve to the best of their abilities, be confident individuals and make positive transitions through all the stages of their education and on to adult life.

**Co-ordinating Provision for children with SEND**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Governing Body, are responsible for the operation of provision in the school for pupils with SEND. This encompasses a range of duties to comply with the SEND code of practice 2014 (see the Role of the Governing Body later in the policy).

*SEND Governor: Sarah Armstrong*

The role of the SENDCo is to provide professional guidance in the area of SEND, in order to secure high quality teaching and effective use of resources to ensure progress.

*Joint SEND Co-ordinators: Mrs P Opalko / Miss C Harvey*

**School Identification of children with SEND**

We recognise that a child may have Special Educational Needs at any time during their school career. This could include learning difficulties; physical or sensory impairments; communication and language difficulties; emotional or mental health difficulties. Provision will be made for these children using the graduated approach outlined in the Code of Practice 2014:

- Children who have an education, health and care plan (old statementing process) – may require further support which is provided by the school in addition to the usual differentiation of the class, e.g. small group work support from a learning needs assistant to meet their unique individual need (long term interventions). These children often access additional agencies to address multiple issues.
- Children with additional support needs (who do not have a statement and therefore are known within school as school support children) – may need clear targets to monitor progress and the school may seek further support and advice from external agencies, e.g. the Educational Psychologist Service, the Specialist Inclusion Service. The child may also receive targeted support in core subjects and/or key skills (these may be short term interventions).

If the child being monitored as part of their additional school support has significant learning difficulties, evidence is collated and the school may apply for an assessment by the Local Education Authority for an education, health and care plan. An education, health and care plan describes the

learning difficulties a child may have and sets out the provision that must be made to meet these needs. This plan is reviewed annually with the school acting as the medium through which the additional agencies contribute so that if the child has complex needs all aspects of their difficulties are assessed and reviewed.

## **Role of the Teacher**

### Identification, Assessment and Provision

The role of the teacher is to plan and provide a quality first education for all EHC children as well as those who fall under the umbrella of additional needs (learning or medical). Teaching staff must make their learning accessible and appropriate for all pupils in their class. Every teacher is a teacher of special needs and all teachers have access to key information about all pupils' needs. Data analysis is used to inform practise and ensure progress of all pupils, including SEND.

The class teacher, with advice from the SEND Co-ordinator and/or the Headteacher, is responsible for deciding when extra support is needed and must inform the parents. For example, if a child's progress is significantly different to that of others in the same group (this might be noted through test results, e.g. a Standardised Score of 85 or below based on NFER tests, observations, formative assessments, etc.).

The first line of provision is through differentiation, which may be by task, outcome, level of support (e.g. in small groups or with a teaching assistant), use of materials and other resources (e.g. ICT). This also includes personalised afternoon interventions that focus on core subjects and skills. In addition to this Firstclass@number interventions are offered to children who struggle with key maths concepts. In KS1 this programme is teacher taught and in KS2 the interventions are led by a teaching assistant; they form part of the Numbers Count initiative.

If further support is required, a Progress Review outlines specific targets to be achieved and includes details of: resources to be used, who will be working with the child, how often, and strategies to be used and how much progress has been made. Programmes include personalised teaching (using a range of games and activities which focus on developing a particular skill such as phonic knowledge, spelling, reading comprehension), which often takes place outside the classroom.

The Progress Review is evaluated at least termly by the class teacher, who will consult with the learning support assistant, the child (where appropriate) and the parents. A note of the child's progress is made, the success of the strategies in place are evaluated and new targets may be set. Target setting should be collaborative and include the voice of the child. It should be used as a working document by anyone who works with the child. Copies of the Progress Review are kept by the class teacher and passed on to the next teacher.

Unless it is specifically requested by the parents that a child should not participate, every effort is made to ensure that each child has full access to the curriculum. The Accessibility Plan gives details on the extent to which the school environment has been or will be improved, to enable children with SEND to participate in all activities offered to children at the school. In accordance with 2014 SEND policy the Accessibility Plan is published on the school website.

All children are integrated into the school community through the teaching of the Mission Statement. This is reinforced in Collective Worship and the God Matters (RE) programme. Circle Time aims to raise each child's self-esteem and teach children to be tolerant and understanding of those who have difficulties. Our school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff and know that they will be addressed.

## **Resources and Training**

Every class in the school has a teaching assistant for the whole morning and in KS1 in the afternoon also. A child with a statement/education health and care plan is likely to have a learning support assistant assigned to that child for specific lessons. There is also personalised learning time allocated to children who are being monitored as needing additional school support. This intervention can be run either in small groups or one to one and provision can be more should the need arise. There are separate resources for these children, such as phonics and maths games, ICT software and special reading schemes. Specialist equipment has been bought in to support children with statements, including signs and symbols software.

The school recognises the importance of in-service training. Relevant courses concerning the development of children with SEND will be offered to all staff through the CPD Co-ordinator. Training may also be delivered by the SENDCo or an external agency. All staff have received training to support children who display dyslexic tendencies. Specific resources have been purchased to improve provision for SEND pupils.

## **Partnership with Others**

### **External Agencies**

Teachers should be aware of the services available to advise on issues regarding provision for SEND:

- The Educational Psychologist Service
- Exceptional Needs Service: Cognition and Learning; Behavioural, Emotional and Social; Speech and Communication (including SAMS - Specialist Autism Mainstream Service); Sensory Impairment and Physical.
- Education Welfare Service
- Health Service – including the Speech and Language Department and the Child and Adolescent Mental Health Service (CAMHS)
- Social Care

These services can often provide information about the LEA and voluntary organisations to further support parents. Referrals can be made via the SEND co-ordinator, who will work with the class teacher to complete the necessary forms.

The school liaises with the Exceptional Needs Service, Behaviour Support and the Educational Psychology Service. It is also a designated school for receiving regular Speech and Language Therapy. Links have been established with the local Special School, regarding observation and advice about resources.

Services and additional external providers are listed on the schools website under the SEND tab as part of the schools offer to parents and carers in accordance with the SEND policy 2014 and will be updated accordingly. There is also a local offer developed by Windsor and Maidenhead Local Authority in conjunction with parents and professionals in Social Care and Health. This is on the RBWM webpage (RBWM Information Point) which sets out different agencies and their remit for supporting those children with special educational needs and disabilities.

## **Role of the Governing Body**

The Governing Body will evaluate the success of this policy by ensuring that:

- the necessary provision is made for any pupil with SEND.
- all teachers likely to teach a pupil with a statement of SEND are informed of their needs.
- identify pupils with SEND and ensure parents are informed when a child begins receiving provision for SEND.
- teachers are aware of the importance of identifying and providing for pupils with SEND.
- admission arrangements do not discriminate against disabled pupils.

- they consult with the LEA and other bodies over the special needs provision where this is desirable.
- they appoint a SEND governor and a SEN co-ordinator
- maintain a current record of the number of pupils with SEND
- publish the SEND policy and the school's local offer on the schools website
- publish information on SEND funding and provision and monitor expenditure
- pupils with SEND join in school activities so far as is reasonably practical and compatible with the efficient education of other children in the school and the efficient use of resources.
- ensure that staff have sufficient training to effectively provide a high standard of education for all pupils
- keep under constant review the arrangements for pupils present and future with a disability

### **Role of the Parent / Carer**

For effective development and progress, the parents of the child with SEN must be involved in collaborative decisions about their child's education. There will be a clear dialogue between home and school. Parents should provide as much information as possible regarding their child's early development, any medical problems or periods of illness, use of language (e.g. languages spoken at home, language delay) home circumstances and social interaction. These may be significant to the current difficulties that the child is experiencing. Additionally the school is responsible for sharing academic and social issues that arise in school as well as interventions that have been put into place and any other potential referrals to support the child and their development.

The parents/ carers are invited to attend meetings to discuss the Progress Review, give their views of the child's progress and collaborate with school and any other agencies on how to support their child's development. This may include signposting to additional external support agencies through the local offer. Further meetings may be arranged by the class teacher, parent or head teacher as required.

If there is a concern that the school is not meeting the needs of a child, the parents can make an appointment with the class teacher or SEND Co-ordinator to discuss the issue. In more serious circumstances, a formal complaint can be made in line with the school's complaints procedure.

### **Role of the designated safeguarding officer**

This individual is responsible for the safety and wellbeing of all children in the school. Any child protection issues go through this individual (the headteacher) and if needed reported to external agencies. Detailed information about safeguarding is found in the school's specific safeguarding policy.

*Safeguarding Officer: Mrs P Opalko*

### **Role of the designated Pupil Premium/Looked After Children representative**

Currently the school business manager is responsible for the ring fenced funding for children who are designated as Pupil Premium. It is their responsibility to ensure that their allocated monies is spent appropriately and can be related to their progress (which if they are also SEND children could include social and emotional development as well as learning progress). The PP/LAC representative currently also tracks these children using information from teachers and data from Classroom Monitor (the school's assessment and tracking programme).

They ensure that PP/LAC money is ring-fenced and not used by the school for any other purpose than the development of these children.

*PP/LAC Representative: Mrs K Foreman*

### **Involving the Child**

Progress Review targets should be shared with the child and their opinions taken into consideration. Frustrations they may be experiencing need to be investigated. They may have personal targets that

they wish to address, or activities that they particularly enjoy or find successful. Pupil profiles are being developed for the children that are currently statemented through which the children can share their voice about their learning preferences.

EHC/Statement reviews should involve professionals around the child. A celebration of the child's work should be included and the child should be allowed a voice. During the review the children should be contributing to their targets and their opinions about their supported should be noted by professionals.

Due to the 2014 SEND Code of Practice schools must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents/carers
- the importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

### **Transition between Schools**

Liaison meetings or a transfer of records are arranged by the schools involved. Familiarisation visits are encouraged, so that the child is familiar with the new school environment.

In accordance with the new SEND policy 2014, year 6 and year 2 children will transition to EHC (education, care and health plans) in the first phase of updating the records of statemented children. These children are prioritised to aid their transition between Key Stages.

### **Statutory Guidance and Legal Requirements underpinning this policy include:**

The SEND Code of Practice 2014

The Children and Families Act 2014

The Mental Capacity Act 2005

The Equality Act 2010

Supporting pupils at school with a medical condition 2014

### **Other school policies that may be of interest to SEND parents and representatives:**

Inclusion policy

Accessibility plan

Medical Needs policy

Equal Opportunities policy (equality and diversity)