

## Special Educational Needs and Disabilities Policy



We are children of God: we achieve, believe and care.

Ratified on: October 2024

Headteacher: Mrs Maher

To be Reviewed: Annually

**St Joseph's is a happy and caring Catholic school where everyone aspires to reach their true potential with Christ at the heart of all we do.**

SENDCo – Miss Cutter

The SEND Governor – Mrs K Bengston

### **Rationale**

The following policy is informed by the Special Education Needs Code of Practice 2014 which the school has a statutory obligation to adhere to.

### **Aims**

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

### **Inclusion Statement**

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.

## **Special Educational Needs and Disabilities (SEND) Areas of Need**

There are 4 broad areas of Special Educational Needs, these are:

### **Cognition and Learning**

Cognition refers to the thinking skills, memory and thought processes that a child has acquired through their prior experiences. Learning Needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning needs can be general or specific, Specific Learning difficulties can encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children with speech, language and communication needs have a difficulty in communicating with others. This maybe because they have difficulty producing speech sounds, understanding what is being said to them and also the social rules of communication. This area of needs includes children with Autism Spectrum Disorder (ASD) and those with Speech, Language and Communication Needs.

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties which can present in different ways. These can include becoming withdrawn, isolated as well as displaying challenging, disruptive and distressing behaviour. These behaviours may reflect underlying mental health concerns such as anxiety, depression, self-harm and eating disorders. Other children have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

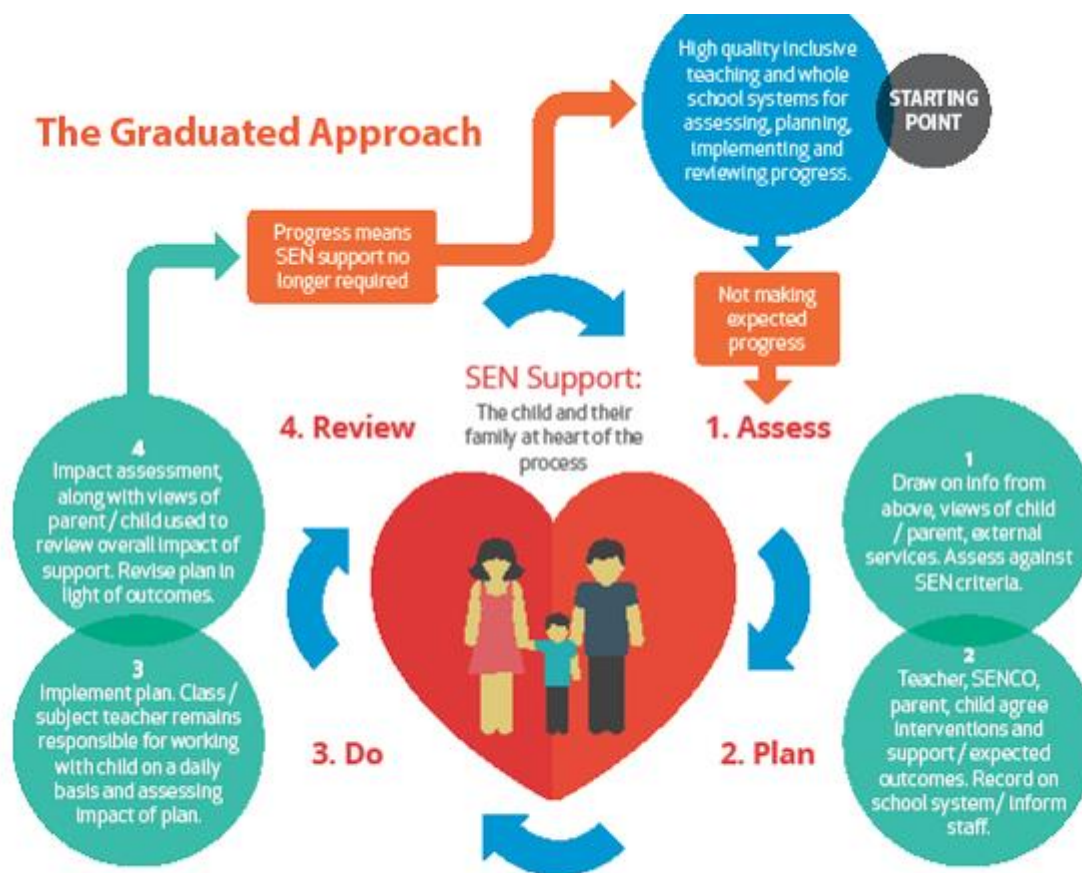
### **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## Identification and Assessment of Special Educational Needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEN.

For learners identified as having SEND, school will act to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four-part cycle **Assess, Plan, Do, Review**, with actions revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate:



The Assess, Plan Do, Review approach will be applied at each of these levels. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

## The Graduated Approach to SEND provision and allocation to the SEND register

The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. All children will receive Quality First Teaching regardless of their needs and abilities within our school.

<p>Wave 1</p>	<p>Those that are under achieving or those who are having difficulties will be placed onto Wave 1. At this stage, a discussion between the SENDCo and class teacher will be had about the provision currently in place. If appropriate, adaptive strategies will be made to help a child succeed. Parents will be informed of these adaptive strategies. A one-page profile will be created which states the adaptive strategies given. If little progress is made with adaptive strategies in place, this will be noted and addressed by the class teacher and will be discussed with the Senior Leadership Team and/or the SENDCo during a termly 'Pupil Progress Review'. At this review, further or alternative strategies will be discussed and these changes will be implemented at the earliest opportunity, if appropriate, these should be added to their one-page profile.</p> <p><b>Review process</b>          Profile prepared by class teacher (approved by SENDCo).          Profile passed onto next class teacher.          Class teacher to meet with parents in school year to share profile.          Termly review internally by Class teacher.          If the class teacher considers that changes need to be made, either removal from Wave 1 or moving up the Waves (or changes to reasonable adjustments), consult with SENDCo.</p>
<p>Wave 2</p>	<p>Those pupils who are still having difficulties, are not making the expected progress or need identified gaps address will be placed on Wave 2 to receive time limited intervention. At this stage, a pupil progress meeting will take place between the class teacher and the SLT to identify intervention need and gaps to address (advise can be sought from the SENDCo). These interventions will be time limited (e.g. 6 weeks). At the end of this intervention, an assessment will take place to see if progress has been made or the identified gap filled.</p> <p><b>Review process</b>          Review at end of intervention timescale (or termly/linked to data collection), discussed at pupil progress meetings.          Pupil may be moved down/removed from Wave 2; pupil may require further Wave 2; pupil may need to move to Wave 3. If moving to Wave 3, SENDco to become further involved.</p>

<p>Wave 3</p>	<p><b><u>SEN List</u></b>          If the child still has a significant gap or need in relation to the four areas: cognition and learning, communication and interaction, social, emotional and mental health or physical and sensory needs; their attainment is two or more years below; the child needs ongoing intervention in order to make progress or there has been involvement from outside agencies which has normally been requested/identified by school, then the child may be added to the SEND list.</p> <p>This process will be part of a discussion with the class teacher, SENDCo and parents/carers. On the SEND list, a child receives additional and specific support in class and the child will receive an Individual Support Plan with SMART targets. These targets are written by the class teacher and approved by the SENDCo</p> <p>If a child has been added to the School SEND register, then an assessment of the needs should be completed straight away using Sunderland Ranges. This will help the class teacher to identify what are the areas of support required. Ranges assessments will take place at the end of Autumn term and in Summer term.</p> <p>If further advice or support is needed, the SENDCo can request support from relevant Outside Agencies, through a Referral Form which is completed by the Class Teacher, SENDCo and parent consultation.</p> <p><b><u>Review process</u></b>          A plan will be created which highlights the provision strategies to be used to support this child each term.          The Support Plan targets will be shared with the child’s parents and reviewed each term in a SEND review meeting with the parents and class teacher.          Annual review with parents and Class teacher ( and TA if appropriate), led by SENDCo.</p>
<p>Range 4</p>	<p><b><u>EHCP</u></b>          Due to their complex needs, children who require an Education, Health and Care Plan (EHCP) will often be involved with health and social care agencies. These other agencies will be involved in the preparation of the said plan. The SENDCo can make a request for an EHCP assessment and this is completed in partnership with the class teacher, parents and outside agencies. If a child’s EHCP is accepted, a child receives specific support in class part funded by the LA.</p> <p><b><u>Review process</u></b>          The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the lead professional.</p>

## **Monitoring Stage**

If the class teacher or parents has any concern about the child's progress or have concerns about the child showing some difficulty in relation to the four areas of need, the child may be placed onto the 'monitoring list'. This states what the area of concern is and what the teacher intends to do to support the child. These children are closely monitored and targeted by the teacher through targeted work. If the child makes no progress, is still below expected levels or is still showing persistent difficulties in accessing the curriculum by the next termly assessment date or when appropriate, then a decision will be made, in conjunction with the SENDCO, about whether the child should be placed on wave 1, 2 or 3.

## **The triggers to be added to SEN Register:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 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?
- Interventions put in place have had little or no impact on learning or progress.

## **Outside Agencies**

The school's Educational Psychologist, Language and Learning Team, Speech and Language, Occupational Therapists, Autism Outreach and any other assessing professionals should be involved in considering when the Assess, Do, Review, Plan Process is not adequately resolving and supporting the needs of the child, so that they can advise teachers on Support Plan targets and accompanying strategies.

They should be provided with up to date information about the pupil, including all previous interventions this must be in the form of three (3) Support Plans (2 evaluated and 1 current).

## **Education Health and Care Plan**

A small number of students with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan (EHCP). These children will typically be a Range 3+ on the Sunderland SEND Ranges. These will be led by the SENDCO and

developed in partnership with parents, the child, classroom teachers and any relevant external agencies.

If the child’s needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:

- This is a very detailed assessment of your child’s needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan for the child.

Should the Panel decide against an Education Health and Care Plan it is then up to the school to look again at provision for the child and to formulate new strategies and Support Plan.

If the Panel agrees to proceed with an Education Health and Care Plan all documentation from professionals is considered and a draft plan, naming provision and/or budget would be issued before publishing a final copy.

The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the lead professional.

**Sunderland – SEND -The Ranges**

The SEND Ranges provides a core framework for all professionals working with pupils and gives greater clarity for parents, families and carers in terms of what their child’s needs are, and what each child is receiving. The SEND Ranges descriptors are based on national best practice in determining and describing the needs of CYP with SEND. They are based on the four areas of the SEND Code of Practice.

They provide a helpful reference point in relation to identifying level of need, and will support children and young people with additional needs with consistency across schools.

The SEND Ranges are broken down into EYFS, Primary, Secondary and POST 16, tailoring the advice, provision and support appropriate for the age range.

<b>1</b>	MILD – School Setting based responses – Universal Mainstream
<b>2</b>	MILD/MODERATE – School Setting based responses – Universal /Targeted Mainstream
<b>3</b>	MODERATE – School Setting based responses – Targeted Mainstream
<b>4</b>	SIGNIFICANT – Targeted/Specialist either in mainstream or specialist additional resource



<b>5</b>	SEVERE – Specialist Resource/Special School
<b>6</b>	PROFOUND - Specialist Resource/Special School
<b>7</b>	PROFOUND - Specialist Resource/Hospitalisation

The SEND Ranges includes targets linked to Preparation for Adulthood (PfA) and its implementation in our curriculum in early years settings and schools should be shaped around the needs of the child and young person regardless of disability. The PfA outcomes gives a clear framework for a curriculum model that can be developed 0-25 using the excellent practice that is already in our settings. Many of children and young people with SEND will have complex needs that span across several of the Ranges, so it will be important to read all the PfA outcomes to plan a bespoke pathway.

Please find link to Sunderland SEND Ranges [here](#).

### **One Page Profile**

A one-page profile is a simple summary of what is important to a child and how they want to be supported on Wave 1 . It can help them get more person-centred care and support to achieve their goals. A one-page profile captures all the important information about a person on a single sheet of paper. Information is gathered through a conversation with the child or if necessary through teacher knowledge, the headings included are:

- What makes me happy
- What makes me sad
- What helps me
- Things I find difficult
- Staff: What do I like or admire?
- Staff: Reasonable adjustments made

All SEND pupils will get a new One Page Profile at the start of the Autumn Term, after settling into their new class or as and when the provision given changes. Pupils who are on the monitoring list will also receive a One Page Profile when they are added to the monitoring list and this will be updated at the start of Autumn Term or as and when the provision- given changes. Pupil profiles will be shared with parents when the child is placed onto Wave 1, at the start of each year, or when/if the pupil profile is updated throughout the year.

## **Parent Partnership Involvement**

Parents' are a crucial part of every child's learning journey and are valuable contributors to the support and monitoring of SEND in school. We aim to promote a culture of co-operation with between Parents and school. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEN, will do this by giving parents access to the Information Report via the school website. Any parent who does not have computer access will be provided with a paper copy of the report.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent SEND Initial Meeting with the class teacher or during a parents meeting arranged by the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking termly SEND Review Meeting to embedded the Graduated Approach.
- Undertaking Annual Reviews for children with Education, Health and Care Plans.

During SEND Review Meetings, teachers will explain any concerns they have and the targets that have been set.

When a child is at the monitoring stage it is at the teacher's discretion as to how the concern is passed on to the parent. When the parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is added to the SEN Register, the Parents will be informed via letter explaining the area or areas of SEN need for their child and invited into school to discuss the Support Plan and support that will be put in place. This meeting is known as the 'Initial SEN Meeting.'

SEN Review Meeting		
Autumn	Spring	Summer
October Parents' Evening	Before February half term	July after Reports have been sent home

EHCP Annual Review
Within one year of the 'final EHCP' published date. An early review can be called at any time if it is felt the EHCP is not adequately supporting the needs of the child.

EHCP Transition Meeting
An EHCP Transition meeting must take place before October half term and Secondary school admission process is closed, for any Year 6 pupils.

## **Support Plan**

Strategies employed to enable the child to progress may be recorded within a Support Plan, which sets out SMART targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal curriculum.

Information for Support Plans can be gathered from:

- Previous Support Plans
- Diagnostic tests.
- The Ranges
- Literacy & Numeracy documents (at an appropriate level).
- Speech & Language Therapy advice.
- Advice from other professionals.
- PIVATS.

Support Plans should include three or four key individual targets which will match the child's area of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical, Medical and Sensory Needs

It is likely a child does not require a target for each area, an assessment using 'The Ranges' should dictate areas of need and targets.

Information required on a support plan:

- Previous Data
- Ranges assessment
- Primary and Secondary Needs Identified
- Preparation for Adulthood targets (PfA)
- Long Term Outcome
- Steps toward outcome (Specific)
- Intervention and support activities (Measurable)
- Group size, staff ratio, who will carry out this support? (Attainable)
- How often will this happen? (Realistic)
- How will this be monitored and when? (Time-bound)
- Evaluation/Impact
- Parent and child comment

Support Plan should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child.

They are reviewed every term with the child and Parents at the SEN Review Meeting. At this meeting a SEN Review Meeting document should be completed to record the discussion, views and opinions shared. The new Support Plan is signed by the Parent then stored in the

class SEN file, along with a digital copy should be saved on the server. A copy of the amended and evaluated Support Plan should be saved in the class SEN file. An electronic copy of the Support Plan is stored in 'Staff on server' SEN. The document should be saved as: Child's name, year group, term and year ie V. Strong Y2 Autumn 14.

## **ICT**

ICT may be used in a variety of ways to support the learning of pupils with SEN. ICT equipment available:

- IPADS
- Laptops
- Touch Screen Boards
- Music

These should be used to support and enhance the children's learning where possible and remove barriers to learning.

## **SEN Files**

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENDCO and head teacher.

The SEN File includes:

- A list of children on the SEND register
- Monitoring sheet
- A section for each child which includes; Pupil Profile, Ranges Assessment, Support Plans, SEN Review Meeting documentation
- PIVATS where appropriate
- Historical SEN information relevant to that particular class, for example Speech and Language support.

These files are shared with the Support Assistants.

## **Individual SEN Files**

Each child who has had advice from an outside agency has their own file which is kept by the SENDCO in a locked filing cabinet. These files contain everything that concerns that child, including reports from outside agencies. The class teacher can access these at any time but documents must not leave the PPA room.

## **SEND Examination Arrangements**

Exam Access Arrangements (AA) are the reasonable adjustments that can be made for an exam candidate, and might include things such as extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.

**Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need.** Any arrangements made must reflect the support that the candidate has had in the past few years.

These are some of the most common arrangements:

- **Extra time:** The most frequent adjustment is extra time which is 25%. More time can be allocated to candidates with more severe difficulties and disability on an individual case by case basis.
- **A reader:** Readers can be used for children who have visual impairments or a disability that affects their ability to read accurately themselves.
- **A scribe:** Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- **Modified papers:** These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.
- **Assistive technology:** If the candidate uses assistive technology as their normal way of working they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.
- **Separate room:** This is suitable for candidates with very specific needs.
- **Rest breaks:** Supervised rest breaks, these are not included in the extra time allowance.

Candidates who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for AA, the school's SENDCo can organise this as long as it reflects the person's normal way of working and can be evidenced over a period of time.

The SENDCo must be satisfied the need is genuine, and those eligible might include pupils with learning, communication and interaction needs; a medical condition; and sensory, physical, social or mental and emotional needs.

Access Arrangements should neither advantage those with them or disadvantage those without them, all students should have equal access to exams.

## **Transition from Primary School to Secondary School**

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs. During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved.

There needs to be allocated time for the SEN Child to visit their new school to become familiar with the geography of the building.

Above all there needs to be open line of communication between the parents, primary school, secondary school and outside agencies to allow for concerns and problems to be addressed. The SENDCO and the Year 6 teacher if possible, or just the Year 6 teacher will meet with the SENDCO from the child's Secondary School (or other appropriate Secondary staff e.g. Head of Year) when they are in the Summer term of Year 6.

All documentation with regard to Year 6 pupils will be removed from the SEN class file and SENDCO filing cabinet and delivered to the appropriate Secondary school. This includes all historic pupils who may longer be on the SEN register.

A confidential receipt of documents form must be signed by the Secondary school and filed in the SENDCO file.

This procedure would also take place for any child leaving before Year 6 or midway through the academic year.

## **Roles and Responsibilities**

### **The Class teacher - responsible for:**

- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need. They will inform the SENDCO about the children where necessary.
- Maintaining and being aware of who is on their 'Monitoring List'
- Writing Pupil Profiles and implementing reasonable adjustment and/or interventions in place.
- Maintaining and being aware of who is on their 'SEN list'
- Writing Pupil Progress targets/ Group Support Plans/ Individual Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for the child as identified on class provision map.
- Working with support staff on planning, teaching and recording pupils' progress
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Keeping SEN files in class up to date.

### **The SENDCo – Miss Cutter- responsible for:**

- Developing and reviewing the school's SEND policy.
- The Information Report and ensuring it is available to all parents.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are.
  - a) Involved in supporting their child's learning
  - b) Kept informed about the support their child is getting
  - c) Involved in reviewing how their child is doing.
- Liaising with all the other people who may be coming into to school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register and making sure that records of progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Completing Annual Review Paperwork.
- Keeping children's SEN files up to date.
- Making sure teachers are kept informed and given relevant reports.
- Staff development and training.

### **The Headteacher – Mrs Maher - responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Involvement with parents as partners in the learning process.
- Co-ordinating the work of the teaching assistants.
- Participating in LSA development programmes.
- Determining the pattern of work, timetable and role of the SEN Coordinator.
- Dealing with queries or complaints from parents.
- Liaising with the SENDCO.
- Liaising with the BWCET with respect to policy and enactment.
- Ensuring that the SEN Policy is implemented as described.
- Involvement in how children with SEN are integrated within school as a whole.
- Liaising with external agencies including the Educational Psychology Service and other.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEN within the school.
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENDCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

### **The SEND Governor – is responsible for:**

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Ensure a SEN policy is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Meet with the SENDCO to discuss SEN within the school.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.