

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”.

John 10:10

RATIONALE

The staff at St. Bede's Catholic Junior School are committed to providing a broad and balanced, inclusive education in a climate of warmth and support, in which self-esteem can grow and in which all pupils are valued and are regarded as unique individuals.

The aim of the Special Educational Needs and Disability Policy is to enable the staff to deliver the best possible education programme to all our pupils so that they

“Might have life - life in all its fullness”.

(John 10:10)

This SEND Policy is written to comply with Part 3 of the 2014 Children and Families Act, the SEND Code of Practice, The Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

All of our policies are interlinked and should be read and informed by all other policies. In particular the SEND Policy should be read alongside the Behaviour for Learning Policy, EDI (Equity, Diversity and Inclusion) Policy, Nurture Policy, EAL and Bilingual Policy, Supporting Pupils at School with Medical Conditions Policy, and other curriculum policies.

SEND at St. Bede's Catholic Junior School

At St. Bede's Catholic Junior School, it is the belief that all children have an equal right to a full and rounded education which enables them 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 Code of Practice (2014).

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech, language and communication difficulties.
- Cognition and learning or Specific Learning Difficulties (SpLD), for example, dyslexia, dyscalculia, dyspraxia.
- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, hypermobility, diabetes.

We also have some children with complex needs that comprises of a combination of these needs.

PRINCIPLES

- To achieve the school's mission through the effective performance of each individual.
- To value individuals and meet their potential by providing a stimulating, positive, and secure environment which inspires confidence and independence.
- To manage resources in a cost-effective manner so that children's learning is developed by quality teaching and quality learning experiences.
- To work in partnership with parents/carers, other key stages and support services to promote continuity and progression in children's learning.

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To ensure that all children are offered a broad, balanced and relevant education.
- To ensure each child's progress is closely monitored and regularly reviewed.
- To value and encourage the contribution of all children to the life of the school.
- To ensure there is a graduated response to SEND.
- To work in partnership with parents/ carers and recognise their vital role in supporting their child's education.

- To work with the Governing Body to enable Governors to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil is considered to have a SEND if he or she has a defined learning difficulty or disability over and above those generally experienced by the majority of his or her peer group in a mainstream setting. These difficulties may be sensory, cognitive, physical, social and/or emotional, and some children may have complex needs, which cover a range of difficulties.

Definition of Special Educational Needs (SEN).

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEN Code of Practice (2015 p.15)*

Definition of Disability

Many children and young people who have SEN may also have a disability that is defined in the UK Equality Act, 2010 as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015 p.16)*

“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 needs provision”. (*SEN Code of Practice, 2014*). This Policy aims to address the needs of these pupils.

Although there are acknowledged links, in some instances, with pupils who have English as an Additional Language (EAL) needs, this is a separate area of provision (see EAL and Bilingual Policy). Children with EAL are not regarded as having a SEND, although pupils with EAL may also have a SEND.

St. Bede’s Catholic Junior School also recognises that the needs of high achieving children should also be catered for and recognised as a ‘special educational need’, however, this does not mean that they will be included on the SEND list. (Please refer to the Policy for the Able Child).

RESPONSIBILITIES

At St. Bede's Catholic Junior School, it is the Governing Body's duty to determine the school's general policy and approach to provision for children with SEND and to establish appropriate staffing and funding. The SEND Governor is Mrs. Denise Parker who, along with the other Governors, is fully supportive of the school's SEND policies and practices. The Headteacher's Report to Governors contains an updated review of the current provision and this allows the Governing Body to monitor the effectiveness of it.

The role of the SEND Governor is to:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENCD0 to determine the strategic development of the SEND policy and provision in the school.

The Headteacher has responsibility for the day-to-day management of all aspects of the school, including provision and progress tracking of children experiencing special educational needs. She is supported in this by the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs. Stephenie Lloyd-Green, who has day-to-day responsibility for the implementation of the Policy and for co-ordinating the provision of education for these children. Together they ensure that the St. Bede's Catholic Junior School Special Educational Needs and Disability Policy work within the guidelines and inclusion policies of the Code of Practice (2014).

The Headteacher will:

- work with the SENCD0 and SEND governor to determine the strategic development of the SEND Policy and provision within the school;
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SENDCo will:

- work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans;
- provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date.

The philosophy of the school is that the needs of children will be met by adopting a whole school approach, where all children's needs are the responsibility of the whole school staff. The Revised Code of Practice focuses on meeting these needs in the classroom, and staff accept that the responsibility for meeting the educational needs of all children in their classroom lies with them, '*All teachers are teachers of children with special educational needs*' (SEN Code of Practice p. 44). This responsibility remains, with or without a formal assessment of the children's needs.

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the headteacher and SENDCo to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow this SEND policy.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs. Stephenie Lloyd-Green (SENDCo).

ADMISSION ARRANGEMENTS

All children are welcomed to our school irrespective of learning and/or physical needs, in accordance with our Admissions Policy. The School works closely with the infant school, the Local Authority and outside agencies to ensure the smooth transition of pupils with a special educational need and/or a disability. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; Education Health and Care Plans (EHCP), and those without.

ACCESS

The School is committed to providing inclusive educational and non- educational services in a non-discriminatory manner.

Our School recognises that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education and/or the physical environment. The School will endeavour to ensure that pupils with Special Educational Needs and/or Disabilities are given access to the same standards of learning opportunities and experiences as all other pupils.

The School Accessibility Plan details the ongoing processes and progress to achieving inclusive access for all to the school environment, the national curriculum and information.

TRANSITION ARRANGEMENTS

Transition into and within school

Staff understand how difficult it is for children and parents/carers as they move into a new class or new school and we do all that we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. They may include:

- Additional meetings for the parent/carers and the new teacher;
- Additional visit to the new classroom environment, to identify where the toilets are, where resources are stored, etc.;
- Opportunities to take photographs of key people and places to make a social story;
- Additional opportunities for the child to spend time with their new teacher.

Transition to secondary school

Transition meetings for all pupils in Year 6, are held during the spring and/or summer term of Year 6. If a child has a SEND, then contact may be made earlier to enable as smooth a transition as possible and to ensure that the right provision is in place in their chosen setting. A representative from the secondary school is invited into school to discuss the child's needs and any additional transition arrangements required are made at this meeting, for example, extra visits, specific resources required etc.

PROVISION

At St. Bede's Catholic Junior School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance: Cognition and Learning difficulties such as Dyslexia, Dyscalculia, Developmental Coordination Disorders [which includes Dyspraxia], Speech, Language and Communication needs, Autism Spectrum Condition, Social, Emotional and Mental Health Difficulties (including ADHD and attachment).

There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. In the event of this occurring, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan that include one or a combination of the following kinds of special educational need:

- Autism Spectrum Condition
- Sensory Processing Disorder
- Speech, Language and Communication Needs
- Cognition and Learning Difficulties
- Physical and/or Sensory Difficulties
- Complex Medical Needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

Children with a SEND are fully integrated in all aspects of the school. All lessons, with the exception of English and mathematics, are taught in mixed ability classes with work and learning experiences adapted, where necessary, to meet the needs of individual children. English and mathematics are taught in ability groups. Throughout the school, children are given additional support, as required, by a Teaching Assistant and/or other additional adults to help

to meet their needs. This can either be within the main classroom, in small groups, or if required, one to one.

St Bede's Catholic Junior school has adopted the Maths - No Problem! maths scheme which is based on the Singaporean approach to teaching maths. It focuses on using a 'concrete, pictorial, abstract' (CPA) approach which is a highly effective approach to teaching that develops a deep and sustainable understanding of maths. Developed by American psychologist, Jerome Bruner, the CPA approach is the mainstay of maths teaching in Singapore. The Singaporean approach to teaching mathematics has been proven to be highly effective for children experiencing any SEND.

Teachers work collaboratively within year groups, with the Headteacher, SENDCo and Teaching Assistants to plan and deliver the curriculum, and monitor the progress of children with a SEND.

CHILDREN WITH MEDICAL NEEDS

A pupil's medical needs can broadly be summarised as being of two types:

- Short term, affecting their participation in school activities and for which they are on a course of medication or
- Long term, potentially limiting their access to education and requiring extra care and support.

Our School has a Supporting Children with Medical Conditions Policy in place to ensure that arrangements are made to support pupils with medical conditions. Our School will ensure that such children can access and enjoy the same opportunities at school as any other child. Pupils with medical conditions, including both physical and mental health conditions, will be properly supported so that they have full access to education, including school trips and physical education. If children with a medical need spend time at home due to a chronic condition, provision will be made to support their learning remotely in line with the Remote Learning Policy.

Individual Health Care Plans provided by the relevant support agency are in place to help staff identify the necessary safety measures to support children and ensure that they and others are not put at risk.

NURTURE APPROACH

In order to meet the needs of children who may arrive in school without having had positive early life experiences; who have some form of developmental delay or have other specific learning difficulties, St. Bede's Catholic Junior School adopts a whole-school nurturing approach and offers a nurture group which runs on a daily basis in a designated nurture environment named 'The Den.'

Within The Den, children have their own themed curriculum which has a large emphasis on PSHE, social and emotional literacy and speaking and listening. There are clear links to other core and foundation subjects throughout the work. A book is used to provide a stimulating and fun starting point for the children's learning. Weekly planning which, where possible,

incorporates the progression of key skills is undertaken by the SENDCo who is also the Nurture Group Leader.

The SENDCo is an accredited nurture practitioner and is a member of the local authority Nurture Network group who meet half termly to share good practice.

For more details about the group, including the principles of the nurturing approach; the role of the nurture leader; the environment; the daily routines, identification and referral etc. please refer to the Nurture Group Policy.

MENTAL HEALTH AND WELLBEING

The Department for Education (DfE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children’s wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children’s wellbeing, we recognise the importance of promoting staff mental health and wellbeing. The Mental Health and Wellbeing Staff Policy outlines the steps that the Headteacher and Senior Leadership Team will follow to promote staff wellbeing. For more details about our approach to supporting the mental health and wellbeing of the pupils, please refer to the Mental Health and Wellbeing Pupil Policy.

EXTREME BEHAVIOUR

Staff consider the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable.

Some children exhibit particular behaviours based on a SEND and/or early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilled staff to build relationships with each individual child. Please refer to the school's Behaviour for Learning Policy for further information and guidance on our approach to behaviour management.

IDENTIFICATION AND ASSESSMENT

The school follows the guidance laid out in the 2014 Code of Practice. It is the responsibility of the SENDCo to maintain individual records of all the children identified as having SEND who are in receipt of any extra provision from external agencies. These records are held centrally in the Headteachers office, on the administration computer system and on CPOMS. IIPs (either individual or group) are written and stored by the relevant staff and are held in the child's class, along with any copies of recommendations made by external agencies.

At St. Bede's Catholic Junior School, we formally monitor the progress of all pupils three times a year to review their academic progress. Where progress does not meet expectations, even if a Special Educational Need has not been identified; extra support is implemented to enable the pupil to catch-up. Examples of extra support are focus groups in class, pre and post tutoring, more frequent individual reading and/ or phonics intervention and the use of specific software to support learning, such as IDL.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents / carers, we will use a further range of assessment tools to determine the cause of the learning difficulty. In addition, we have access to the Specialist Teacher and Learning Service, Educational Psychology Service, Woodview Child Development Centre and Speech, Language and Communication Therapy Service who will assess further. The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into an Individual Inclusion Plan (IIP) and reviewed regularly and refined/revised, if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is 'additional to and different from' that which is normally available.

If the pupil can make good progress using this additional and/or different resource (but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a Special Educational Need. If the pupil can maintain good progress without the additional and/or different resources, he or she will no longer be identified as having a Special Educational Need. When there is any change in identification of the Special Educational Need status parents / carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

IMPLEMENTATION, MONITORING AND REVIEW PROCEDURES

Once identified as needing additional support, in discussion with the child and their parent(s)/carer(s), he/she is placed at the SENS (Special Educational Needs Support) category of the 2014 Code of Practice. An IIP is developed and a profile of the child's needs and strengths is established. The IIP is written in collaboration with the class/group teacher, the SENDCo and the child and is discussed with the parent/carer. It establishes what interventions are to be provided which are 'additional to and different from,' those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the programme. The SENDCo is available for support and advice. The IIPs are reviewed termly and a decision is made whether support needs to be maintained, increased or removed, depending on individual progress.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the rate of progress
- Widens the attainment gap.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. This review will involve the child, parents/ carers, school staff and possibly a representative from the local authority and /or external agency involved with the child, particularly if it is a transition year or specific changes are anticipated.

PARENTS/CARERS IN PARTNERSHIP

St. Bede's Catholic Junior School recognises that the successful education of our children is dependent upon an active and equal partnership with parents/carers. We have a common, shared interest in our children, who at all times are central to all our efforts. Parents and carers are involved in the pupil's education from initial identification of needs to possible request for extra support. They are involved in review meetings and the school has an 'open door' policy where parents are encouraged to come into school to discuss any problems or issues.

Our School holds Parent/ Carer Meetings three times a year to discuss progress and goals and provides a mid-year and annual written report.

If any parent/carer has concerns or complaints regarding the education of their child then the school staff investigates them promptly. If the matter cannot be resolved, then parents/carers have a right to make representation to the Headteacher and then to the Governing Body. Parents/carers also have access to the local independent Parent Partnership Scheme which can offer advice and information on all aspects of SEND.

SEND INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disabilities (SEND). The information published is updated annually and any changes to the information occurring during the year, is updated as soon as possible. This SEND Information

Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. St Bede's Catholic Junior School's SEND Information Report can be found on the School website under Statutory Information, SEND.

HALTON'S LOCAL OFFER

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Halton's Local Offer is available from the website: <http://localoffer.haltonchildrenstrust.co.uk/>

WORKING IN PARTNERSHIP WITH OTHER AGENCIES

The school works closely with both the Infant School and the local high schools to which the children transfer at the end of the key stage. The SENDCo, Headteacher and/ or class teachers have meetings with their colleagues prior to transfer to ensure suitable transition programmes are in place and to exchange relevant information.

There are regular meetings with both the SEND and the Educational Psychology Service and contacts are also maintained with the health professionals and voluntary groups who work with our children.

TRAINING

The SENDCo has completed the National Award for SEN Co-ordination, she attends regular training provided by the SEND Service, and reports back to the teaching staff and Teaching Assistants, where appropriate. Information and reference materials are available in school and the SENDCo is available to assist staff with any specific issue.

The SENDCo is an accredited nurture practitioner and also attends nurture network meetings regularly.

The SENDCo is also trained as an ELSA (Emotional Literacy Support Assistant) and attends half termly ELSA Supervision and networks with other local ELSAs.

The SENDCo and Pastoral Lead are trained in various therapeutic interventions to support pupils with SEMH difficulties. Both are currently undertaking Thrive training to support the implementation of a whole school wellbeing approach.

The Pastoral Lead is also a qualified Trauma Informed Practitioner and all teaching staff have received Trauma Informed training.

All Staff have undertaken and have access to:

- Appropriate and ongoing training in the understanding of school strategies to identify and support vulnerable pupils
- Knowledge of the different types of special educational needs and disabilities and how to identify, assess and provide appropriate support.

The School's SEND Information Report outlines the vast array of training opportunities that staff at St. Bede's Catholic Junior School has undertaken to support vulnerable pupils.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. Self and mutual respect are promoted along with a caring and non-judgemental attitude throughout the school.

REVIEW

The Special Educational Needs and Disability Policy will be reviewed by the SENDCo and SEND Governor on an annual basis in the light of training and legislation, or at the request of a member of the school community. Any amendments are agreed by the staff and Governing Body.