



St.Cuthbert's
Roman Catholic Academy Trust

St Richard's Voluntary Catholic Academy



SEND Policy

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Schools SEND Information Report Regulations (Sept 2014)
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2016)
- Safeguarding Policy
- Accessibility Plan

SECTION 1

The SENCO is Mrs Katie Merckel

Every teacher is a teacher of every child including those with SEND. We believe in raising the aspirations and expectations of children with SEND. We focus on the outcomes for each child and to overcome the barriers for learning. All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

SECTION 2 VISION AND PRINCIPLES:

OBJECTIVES:

- to work within the guidance provided in the SEND Code of Practice, Jan 2015;
- to identify and provide for students who have special educational needs and additional needs;
- to continually monitor the progress of all students, to identify needs as they arise and to provide intervention and support as early as possible;
- to provide full access to the curriculum through quality first teaching and differentiated planning;
- to involve parents/carers to support plans to meet their child's additional needs;
- to involve the children themselves in planning and in any decision making that affects them.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice identifies 4 broad categories of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

A child has SEND when their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to children of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality teaching.

Assessments of attainment progress are made every term and those children making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- 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
- widens the attainment gap

It can include progress in areas other than academic attainment – for instance, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These assessment reviews are made twice a year in line with pupil, progress meetings. Children with an EHCP will also have a statutory EHCP Annual Review.

At St Richard's VC Academy we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the child.

The following are NOT SEND but may impact on progress and attainment:

Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation. The following alone do not constitute SEND

- Attendance and Punctuality
- Health and Welfare
- Being subject to a Child Protection or Child in need Plan
- EAL
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH

Teachers are responsible and accountable for the progress and development of the children in their classroom, including where children access support from Teaching Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all children. High quality differentiated teaching is the first step in responding to children who have or may have SEND. All teachers, supported by the Senior Leadership Team, assess progress of all children every term. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all children by classroom observations and termly progress meetings. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support children with additional needs. In the first instance the identified children will be placed on a focused and carefully monitored intervention programme.

In deciding whether to make special educational provision, the SENCO will consider all of the information gathered from within the school about the child's progress. Children are only identified as SEND if they do not make adequate progress once they have had all the intervention,

adjustments and good quality teaching. This information gathering will include a discussion between SENCO and child (if age appropriate), their parents and teachers to develop a good understanding of the child's areas of strength and difficulties, the parents' concerns, the agreed outcomes and the next steps. Once it is determined that the child needs additional support this is recorded on the school's register.

SEND Support in schools When a child is identified as having SEND, our aim is to remove their barriers to learning and put effective provision in place. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the child in making progress. This draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEND of the child.

Assess

In identifying a child as needing SEND support, the SENCo, with support from the teacher, carries out a clear analysis of the student's needs. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. This assessment is reviewed regularly.

Plan

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded. The support and intervention provided is selected to meet the outcomes identified for the student.

Do

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or if necessary, specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed every term, along with the views of the child and their parents. This then feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes.

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has still not made expected progress within 2 cycles of the assess, plan, do review process the school or parents may consider requesting an Education, Health and Care (EHC) needs assessment.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENCO, social care, health professionals and Educational Psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The decision will be made by a panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The “assess / plan / do / review” cycle will still continue, and further agencies and professionals may get involved.

SECTION 5: MANAGING STUDENTS NEEDS ON THE SEND REGISTER

The children who are on the SEND register, either under the category of SEND Support or EHC plan, have their progress carefully monitored every term at pupil progress meetings by the teacher, SENCO and SLT. This then highlights any areas of concern, taking into the account the child’s difficulties, and action is taken. The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. A class provision map will indicate the interventions in place for each child indicated as SEN support.

Provisions are reviewed every half term and impact is measured as part of the ‘assess / plan / do / review’ process, this is fed back to the parents and child at parents evening or if required more frequently. The SENCO may also be in attendance or can be requested to join the meeting by either parent or class teacher. Referrals to external agencies and professionals can be requested if deemed necessary.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

The SEND register is a flexible register. Children can be removed from the register if sufficient progress is made. This decision will be agreed between parent/carer, child (if age appropriate), class teacher and SENDCO. If the child’s needs are being managed successfully within the classroom then the child no longer needs to be classed as SEND Support.

SECTION 7: SUPPORTING STUDENTS AND FAMILIES

STUDENTS FIRST – The voice of the child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

The schools SEND Information Report (Local Offer) is available on our website for parents to access. School have links with other agencies which support the family and student. Admission arrangements can be found in the Local Authority Admissions Policy.

A transition process takes place for those children moving into school, moving between classes and into secondary school. Arrangements are made for all children but additional arrangements are put in place for those children who have Special Educational Provision, these are adapted to the needs of the child.

SECTION 8: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed.

Specific personalised arrangements are put in place in school to support children with medical conditions.

SECTION 9: MONITORING AND EVALUATION OF SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all children. The school reports the evaluations of all provisions to the Executive Head. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

SECTION 10: TRAINING AND RESOURCES

SEND support and interventions are funded through the schools SEND budget. The impact of these intervention and support is carefully monitored.

Training needs of staff are identified and planned from termly progress meetings and bi-annual performance management meetings.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The Academy SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

SECTION 11: COMPLAINTS PROCEDURE

The Academy complaints procedure is in line with the policy of St Cuthbert's VC Academy.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, after having spoken to the class teacher, they can then request a further appointment with a member of the SLT, who will be able to advise on formal procedures for complaint.

SECTION 12: REVIEWING THE POLICY

Our SEND policy will be reviewed annually in line with the accessibility plan, bullying and safeguarding policies.