

St. Benet's Catholic Primary School

Special Educational Needs and Disability Policy



Headteacher: Mrs Catherine Young
Chair of Governors: Mrs Monica Kelsey
SENDCO: Miss Sophie Loughlin
Date: June 2024
Date for Review: June 2025



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

'The best interests of the child must be a top priority in all things that affect them' Article 3 of the United Nations Convention on the Rights of the Child

'A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children' Article 23 of the United Nations Convention on the Rights of the Child

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1: Our School Aims

At St Benet's Catholic Primary School, we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him / her to achieve personal potential academically, socially and emotionally and fully participate in school life. We believe that every teacher is a teacher of every child, including those with SEND. Our school strives to have high aspirations and expectations for all focusing on outcomes for children.

2: The aims of the SEND Policy

Our SEND policy sets out how our school will support and make provision for pupils with special educational needs (SEN) and disability and will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To 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 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

3: Legislation and Guidance

This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

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- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

4: Definitions

At St Benet's Catholic Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN: 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5: Roles and Responsibilities

5.1 SENDCO

The SENDCO is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i. involved in supporting your child's learning
 - ii. kept informed about the support your child is getting
 - iii. involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Occupational Therapist, Physiotherapist, Speech and Language Therapist, Educational Psychologist, etc.

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- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's 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.

5.2 SEND Governor

The SEND governor is responsible for:

- 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 SENDCO to determine the strategic development of the SEND policy and provision in the school.

5.3 The Headteacher

The head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- SEND budget management and the deployment of resources / equipment.
- Giving responsibility to the SENDCO and class teachers, but still having overall responsibility for ensuring that your child's needs are met.
- Making sure that the Local Governing Committee is kept up to date about issues relating to SEND.

5.4 The Class Teacher

Each class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCO) know as necessary.
- 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.
- Writing Pupil Progress targets /SEND Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning.
- Personalised teaching and learning for your child as identified on SEND Support plans
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

5.5 Support Staff

Class teachers work with TAs to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

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- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with the teacher and parents in the context of high-quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
TAs to record delivery of interventions where they are leading it and retain evidence in the appropriate format/child's SEND file.
- TAs to feed into SEND reviews where appropriate.
- TAs to feedback to teacher on progress of children they are working with on SEND support interventions or during whole class teaching where pertinent to their SEND support plan.

6: SEND Information Report

6.1 The kinds of SEND that are provided for

St Benet's Catholic Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, moderate learning difficulties and specific learning difficulties
- Social, emotional and mental health difficulties, for example, anxiety and attachment difficulties. Children may be withdrawn or isolated, disruptive or disturbing, overactive, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- Sensory and/or physical needs, for example, hearing impairments and sensory difficulties.

6.2 Identification, Assessment, Planning. Provision and Review Arrangements

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Local Governing Body, the school's Head Teacher, Deputy Head Teacher and SENDCO, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students' (Teachers' Standards 2012).

Teaching students with special educational needs and disabilities is a whole-school responsibility, requiring a whole-school response. This encompasses not only those students who have an EHCP or who are in receipt of SEN support, but any student who has a specific diagnosis requiring the school to make reasonable adjustments so that they can fully access the curriculum of content.

Our classroom teachers are responsible for SEND provision within the classroom and for providing quality first teaching. This is the first and most important step in providing an appropriately differentiated, inclusive curriculum and ensuring each child is recognised as an individual. Individual

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students with SEND may be supported through teaching and learning strategies that are additional and/or different to those of their peers and intervention strategies are adapted at a student level. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision, with the SENDCO and any specialist staff involved with the child supporting as required with target interventions to address any identified issues.

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 pre-school 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 SENDCO will use this information to:

Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on supporting the child within the class.
- Use assessment processes to identify learning difficulties.
- Ensure on-going 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.
- Ensure that there is a programme of assess, plan, do and review.

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term in reading, writing and numeracy.

At the end of Key Stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Special arrangements can be made (with approval from DfE) to support children with additional needs during these tests in Year 6.

To identify children with SEND, the children's performance data alongside teachers' evidenced concerns will prompt identification under the 4 broad categories identified in the Code of Practice 2014 and a Short Note will be completed by the teachers alongside the parent/carer.

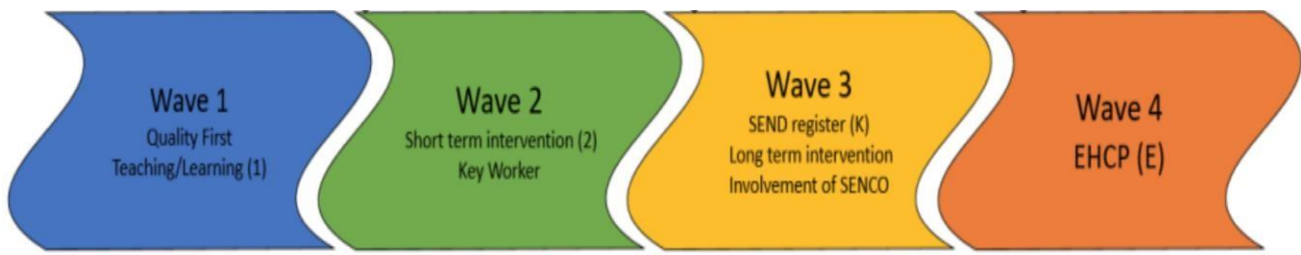
Waves of Support

Pupils with SEND at St. Benet's are supported by a 4-wave system which is summarised below:

1. **Quality First Teaching/ Individual Education Plan:** All staff are responsible for ensuring Wave 1 provision is delivered in line with the teaching standard to every child. Where an additional need has been identified, reasonable adjustments are put in place where appropriate.
2. **Short Term Intervention:** When a student is not making expected progress, despite reasonable adjustments, short term specific intervention may be allocated following baseline assessments. This will in turn generate support recommendations with targeted monitoring which will be

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- 3. **SEN Support (K):** In consultation with the SENDCO and parents, identified students will be placed formally on the SEND register and undertake a process of Asses, Plan, Do & Review in response to identified barriers to learning. This is formally referred to as the Graduated Approach. Any agreed 'Wave 3' provision will also be detailed on a specific SEN Support Plan which will be reviewed in line with the SEND monitoring cycle. The student may at this stage be referred to an outside agency.
- 4. **EHCP (E):** If appropriate intervention and support has taken place (including support from outside agencies) but there are still concerns about a student's progress and/or attainment, the SENCO will consult with the curriculum/pastoral staff and parents to discuss the need to start the application process for an Education, Health and Care plan (EHCP). Evidence will be gathered, and an application made.



Examples of why children are placed onto Short Notes or SEN Support plans, are that despite receiving quality first teaching the child:

- 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 emotional difficulties which substantially and regularly 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Children may then progress to a SEND Support Plan which details smaller steps which are personal to your child and their progress. These will be reviewed termly and a future plan made. Targets will be set which are designed to support your child and to improve learning outcomes. Progress against these targets will be reviewed regularly by the class teacher and evidence for judgements assessed. Teachers meet with the SENDCO to discuss progress on a termly basis prior to SEND review meetings with parents/carers.

The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review, with all adults involved with the child's education including Parents/Carers.

The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in. Regular book/work scrutinies and lesson observations will be carried out by the SENDCO, and other members of the Senior Leadership Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.

6.3 Consulting and Involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions are captured using a Short Note.

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Through discussion, parents will then be involved in the decision to move a child onto a SEND Support Plan and placed on the SEND register. Parents will be notified when this happens and when/if they are removed from the register and support de-escalated, e.g. when outcomes are achieved and all parties no longer have concerns.

6.4 Assessing and reviewing pupils progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between key stages and phases

We share information with the school, college, or other setting the pupil is moving to. Transfer of SEND files to a new school is the responsibility of the SENDCO. Teachers are responsible for handing over pupil files and information to the next class teacher within our school. We work closely with SENDCOs and transition staff in secondary education to ensure they have all of the information they require to support children on the SEND register.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

We also provide the following interventions and support:

Social, Emotional and Mental Health

- Zones of Regulation
- Relax Kids
- Art Therapy -Drawing and Talking (where applicable)
- Zones of Regulation
- LEGO Therapy

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- Time to Talk
- Social/Friendship group
- Emotional Literacy

Physical and Sensory

- Fine motor skills development
- Gross motor skills and dyspraxia support
- Body Awareness (proprioception)
- Balance and spatial orientation (vestibular)
- Sensory smart classrooms

Communication and Interaction

- LEGO therapy
- Small group support
- 1:1 support
- Social Stories
- Social Games
- Speech and Language Therapy

Cognition and Learning

- Small group support
- 1:1 support
- Read, Write, Inc – Fresh Start
- Reading Plus
- Lexia
- Visual resources
- Precision teaching

Pupil Views Children's views matter to us and they will be consulted as to how they feel they are best supported in their learning. All children are involved in the setting of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

Education Health Care Plan (EHCP)

If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment direct from the Local Authority.

6.7 Adaptations to the curriculum and learning environment

We are proud of our accessible school building yet continue to improve the access of the physical environment for all through our Accessibility Plan. Regular training is provided to staff to ensure the changing needs of our pupils are being met. We regularly review school publications and promote the availability in different formats for those that require it.

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We make the following adaptations to the curriculum to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instruction.

More information can be found in our Accessibility Plan.

6.8 Additional support for learning

We have a wide range of experienced teaching assistants and a higher-level teaching assistant who are trained to deliver interventions such as those referred to 'Our approach to teaching pupils with SEND', above.

Teaching assistants will support pupils on a 1:1 basis or in small groups where that is deemed necessary by the teacher, SENDCO and Headteacher to be an appropriate use of resources and to help the child achieve their best outcome. The impact of additional small group or 1:1 support is tracked by the teacher supported by the SENDCO, and are reviewed termly.

We work with the following agencies to provide support for pupils with SEND:

- Child and Adult Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Emotional Well Being Team (EWEL)
- Cognition and Learning Team
- Autism and Social Communication Team (ASC)
- Educational Psychology Service (EPS)
- Sensory and Physical Team

6.9 Expertise and training of staff

The SENDCO has achieved the National Award for SENCO (NASENCO). Staff receive ongoing training to support them in their roles for example, staff have undertaken training with our Educational Psychologist on attachment by underpinning behaviours and an introduction to emotion coaching, as well as recent training on de-escalation strategies and supporting children with a visual impairment.

The school carries out an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Early Career Teachers and other new members of staff. Staff training on SEND will be delivered either by the SENDCO or via external agencies to all staff as required or requested.

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6.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions half-termly.
- Monitoring by the SENDCO.
- Using SEND Support plans and/or provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

6.11 Ensuring pupils with SEND engage in activities available to those without SEND

All of our extra-curricular activities and school visits are available to all pupils, including our breakfast club, wrap around care and after-school clubs.

All pupils are encouraged to participate in all organised class trips, our annual visit to the pantomime and in Years 5/6, our residential programmes. Special arrangements can be made to ensure that children can access these events.

All pupils are encouraged to take part in sports day, school plays, assemblies and Celebrations of the Word, school celebration events, rewards and creative week events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

6.12 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. Should the issue not be resolved or require further investigation, complaints can be escalated to the SENDCO whereby they will be addressed or escalated to the Headteacher for further investigation and input. The school Complaints Policy contains details of how complaints are dealt with and this can be found on our website or accessed in person at the main reception desk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions or Fixed Term Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Parents and young people can appeal to the SEND tribunal about decisions that the local authority has made about your child or young person, and disability discrimination about schools, educational establishments and local authorities. If you're not happy with the way the local authority is dealing with your child's special educational needs, try to resolve things informally in the first instance. SENDIASS is an arms-length organisation which offers a free and impartial advice service as well as mediation. They are trained in helping people in dispute to reach agreement. The SENDCO can provide further information about who is best to contact should you wish to make a complaint.

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6.13 Contact details of support services for parents of pupils with SEND

Durham's Local Offer: www.countydurhamfamilies.info/localoffer The Durham Local Offer site provides a huge range of information about services and support that is available in Durham relating to SEND and includes additional sections relating to age e.g. Pre-birth – 5 years; 5 - 11 years; 11 - 16 years etc.

7: Monitoring arrangements

This policy will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Committee.

The implementation of this policy will be monitored by the head teacher and SENDCO throughout the year.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non-SEND;
- Standards reached by pupils with SEND;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEND provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEND to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.
- The quantity, consistency and efficacy of targeted interventions.

8: Links with other policies and documents

Information about the agencies we work alongside and refer to are available on the website, can be provided in written format upon request or verbally via the SENDCO.

This policy links to:

- Accessibility plan
- Complaints Policy
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with Medical Conditions Policy

9: Monitoring and Reviewing

This policy will be reviewed on an annual basis.

This policy was reviewed by Governors in June 2024.

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