



**ST. ALBAN'S**

CATHOLIC PRIMARY SCHOOL

—  
LEAD THE WAY

# **St Alban's Special Educational Needs and Disabilities (SEND) Policy**

<b>Policy Agreed:</b>	<b>October 2022</b>
<b>Next Review:</b>	<b>October 2023</b>

## Introduction

At St Alban's we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children, whatever their needs or abilities. Not all children with disabilities have Special Educational Needs, and not all children with SEN meet the definition of Disability but this policy covers all of these children (as a group SEND).

1. 'Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
2. 'Children with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'.

### **SEN Code of Practice 2014**

## Every Child Matters Agenda

**'We want every child to fulfil their potential, regardless of their background Or circumstances'** and to achieve this we:

- Create a fully inclusive curriculum that helps children achieve the highest educational standard they possibly can;
- Deal with bullying and discrimination and keep children safe;
- Ensure attendance, encourage children to behave responsibly and give them a strong voice in the life of the school;
- Engage and help parents in actively supporting their children's learning and development

## Aims and objectives

### **Our aims are:**

- To recognise the unique value and individuality of every child at St Alban's;
- To provide personalised learning routes, coaching, mentoring and support for everyone;
- To develop the highest quality learning experiences possible for all our children;
- To ensure our children feel safe in their learning environment;
- To model high expectations

### **Our objectives are:**

- To identify children with Special Educational Needs and Disabilities and ensure that their needs are met;
- To ensure that children with Special Educational Needs and Disabilities are included in all the activities within our school;
- To ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and the school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate towards all children with SEND;
- To ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the school's SEND provision;
- To ensure SEND is an integral part of the School's Improvement Plan;
- To ensure the quality of SEND provision is continually monitored;
- To ensure that all SEND children have access to a full, broad, balanced and relevant curriculum;
- To ensure that social needs of SEND children are met;
- To ensure that the needs of those children with SEND are met by successful partnerships with other relevant professionals.

### **People involved:**

- SENDCO
- SEND Governor
- Leadership Team

- Learning Support Team All staff
- SEN Lead in Xavier CET
- Educational Psychologist in Xavier CET
- Safeguarding Lead in Xavier CET

The named SEND Co-ordinator (SENDCO) works closely with the Link Governor for SEND. The Local Governing Committee as a whole are responsible for making provision for children with SEND. The school website has information regarding names and roles of their SENDCO and the Link Governor for SEND.

## Individual School's published information

Schools publish individual **SEND Information Reports** and **Provision Maps** that detail how they will meet the aims of this Policy as outlined above.

Schools publish individual **Accessibility Plans** that outline how they will meet the aims as outlined above.

Schools publish within this plan the names and contact details of their SENDCO and the Link Governor for SEND and Admissions, in addition to links to Surreys Local Offer.

This Policy needs to be read in conjunction with the schools own supporting documents as outlined in bold above.

## Scope of provision

### **Framework:**

This policy will have due regard to legislation, including but not limited to:

- Children and Families Act 2014 and related regulations;
- Health and Social Care Act 2012;
- Equality Act 2010;
- Mental Capacity Act 2005;
- Children's Act 2004.

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- SEND Code of Practice 0-25 (2014);
- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education;
- Working together to Safeguard Children.

### **Definition:**

The law states that a child has a special educational need if he/she has:

- A significantly greater difficulty in learning than the majority of others of the same age
- Disability/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

### **Areas of Special Educational Need:**

There are four areas of Special Educational Need and Disability that we make provision to support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

### **English as an Additional Language:**

The law says that *'children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.'*

### **SEN guide for parents, DfES 2014**

### **Identification and Assessment**

At St Alban's we are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice 2014.

Evidence is gathered regarding any concerns about a child from all parties. This includes, teachers, Learning Support Assistants and parents. This takes many forms including observations and discussions, social, emotional and wellbeing information and parent/child wishes.

Once a special educational need is identified, four types of action are taken to put effective support in place:-

1. Assess
2. Plan
3. Do
4. Review

Children are placed on the register of SEND for one or more of the following reasons;

- If the learner is not making expected progress despite intervention.
- A learner makes expected progress due to additional support or curriculum changes which would need to be ongoing.
- When a parent/teacher raises a 'cause for concern'. Observations and discussions will be undertaken to substantiate concerns.
- Diagnosis of a specific condition or need requiring on going awareness and support.

In addition;

- On entry to the school, baseline assessments are undertaken for all children.
- Based on our observation and data collected, children may be placed on a 'children to be aware of' list.
- Those already identified as SEND will have Individual Support Plans (ISPs) which are reviewed termly.
- Those with a Statement of Educational Needs or Education and Healthcare Plan (EHCP) will be reviewed annually via formal review.

## **Partnership with our Parents**

We strive to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for the children. Parents have an important role in supporting their child at home. The school will always strive to ensure regular contact is made.

## **Child-Centred Approach**

Children are key in knowing what works for them and where they need support. The child is always at the centre of all discussions around their learning, progress, successes and wellbeing. The child is actively encouraged to give their views in meetings or at any time and adults acts as advocates to ensure their voice is heard.

## **Provision**

The SENDCO ensures that Quality First Teaching is in place at WAVE 1 and when necessary, bespoke interventions are delivered to children with SEND at WAVE 2 and 3. The SENDCO is assisted by a team of knowledgeable and skillful Learning Support Assistants.

All staff have a responsibility for SEND. Staff are responsible for tracking progress - in whatever form that may take, be it academically or socially - and for sharing information with the SENDCO. All staff have access to discuss concerns or progression with the SENDCO. The SENDCO provides time to communicate with all relevant staff regarding individual child needs. Professional development and training is provided to all staff.

The professional working relationships between Learning Support Assistants and teachers ensures the effective support of individual children with classes and, on occasions, individually or in small groups.

Learning Support Assistants have regular briefings and INSET relevant to the needs of those they are supporting.

The SENDCO is part of the Leadership Team to ensure the SEND voice is

heard for planning and school improvement. Regular meetings are held to discuss SEND and future needs. These children form part of a 'children to be aware of' list for early intervention.

In addition, in line with the 2014 Code of Practice, the school supports children through Education and Health Care Plans (EHCPs,) and 'Learning and Additional Needs' (LAN/K). EHCPs, LAN and the 'children to be aware of' list constitute Special Educational Needs Support (SENS).

Having a diagnosis of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan.

St Alban's provides provision within the 'Wave' criteria (see Appendix 1) as follows:

**Wave 1:** Quality First teaching and learning that matches the needs of all Children

**Wave 2:** Where necessary, small-group intervention (eg, Additional Literacy/Maths Support and Further Literacy/Maths Support programmes) provides support for children who can be expected to 'catch up' with their peers because of the intervention. This form of intervention is often short term, usually six weeks.

**Wave 3:** Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two.

Children receiving Wave Three support will always be placed on Additional Support or Education and Health Care Plans (EHCP). Those who receive the support from an external agency, where another professional is involved in assessment, planning and review, will also be placed at SENS. This may be long term.

## Transition

### **Primary/Nursery Liaison**

St Alban's request primary/nursery SEND records within 15 days. In the summer term before entry, we liaise with feeder nursery schools and meet with parents of children with SEN to plan provision. The SENDCO attends the annual review of children who are intending to transfer to the School. In July the SENDCO holds transition meetings with schools and parents of children that may find moving to secondary school difficult and those that are currently on the SEND register.

## Dealing with complaints

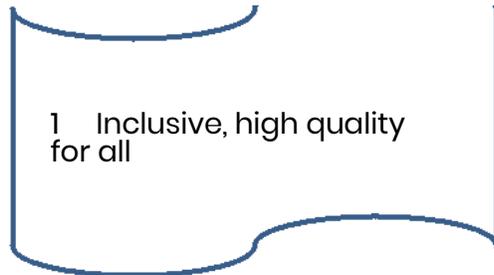
If a parent wishes to complain about provision or policy they should in the first instance raise it with the SENDCO, who will endeavour to resolve the situation.

If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the individual school's Complaints procedure.

All policies are available on the school website

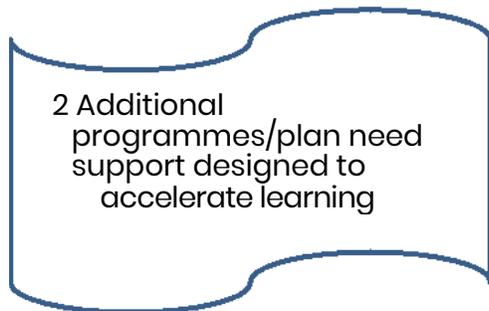
## Appendix 1

### SCHOOL WAVE PROCESS



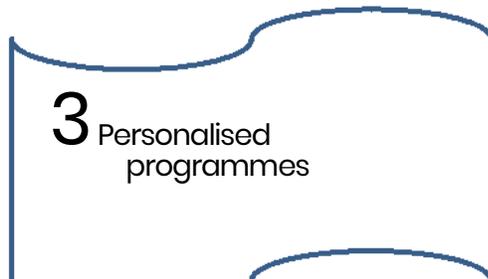
Support by differentiation and high quality teaching for all children

ALL STAFF



Support in lessons or small group work; cause for concern raised by staff/parents

KEY STAFF



Little/no progress made with Wave 2; evidence required of Wave 1 / 2; addition to SEND Register

SENDCO