

St Catherine's  
C of E  
Primary School

**Special Educational  
Needs and Disabilities  
Policy**

Developed: **December 2014**  
Date for review: **December 2015**  
Date for review: **December 2016**  
Reviewed: **Autumn 2017, 2018, 2019 (no changes) 2020**  
Next review due by: **Autumn 21**



**SENCO:** Caroline English-Mather (Deputy Head teacher and member of Senior Leadership Team). NATSENCo status awarded in February 2015.

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**SEN Governor:** Reverend Michael Behrend

### **Aims**

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### **The school will:**

Have high aspirations and expectations for all pupils with SEND, we provide a focus on outcomes for children and not just hours of provision/support.

Take on board the views, wishes and feelings of the child and their parents.

Recognise the importance of the child and their parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

Recognise the need to support the child, and their parents, in order to facilitate the development of the child to help them achieve the best possible educational and other outcomes, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Facilitate the collaboration between education, health and social care services to provide support to help children, young people and their families at our school and beyond.

Provide high quality provision to meet the needs of children and young people with SEND with high quality teaching which is differentiated and personalised.

### **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 0-25, (July 2014)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo)
5. To provide support and advice for all staff working with special educational needs pupils
6. To develop and maintain positive partnerships with parents
7. To ensure access to the National Curriculum for all children

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## **Legislation and guidance**

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

## **Definitions**

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

## **Roles and Responsibilities**

### **The SEN governor will:**

- Help to raise awareness of SEN issues at local governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the local governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **The special educational needs co-ordinator (SENCO) will:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination 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, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing board 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 SEN up to date

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **Identifying children with Special Education Needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Code of Practice for 2014 identifies four categories of need:

#### **Communication and Interaction**

This includes children with speech, language and communication needs (SLCN) who have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties

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with language, communication and imagination, which can impact on how they relate to others

### **Cognition and Learning**

This includes children who require support for learning difficulties because they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Assessing and reviewing pupils' progress towards outcomes**

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

The class teacher will work with the SENCO 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.



### **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

We will formally notify parents when it is decided that a pupil will receive SEN support

### **Monitoring and evaluating of SEND**

At St Catherine's we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This includes using audits, sampling of parent views, pupils views, staff views, learning walks and reporting to the local governing board once a term. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Resources and training**

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **High incidence low cost.** Schools are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget.
- **High Needs Funding:** top-up funding above this level for pupils for whom additional support is necessary above and beyond what school can provide

### **Educational Health Care Plans**

The majority of children and young people with SEND will have their needs met within our school, however if it is felt that additional support is required to meet the child's needs the school will request the assessment by the local authority for an Educational Health Care Plan. The local authority will determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent. The whole assessment and planning process, from the point an assessment is requested or that a child is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks

### **Data protection**

The school will ensure it takes seriously its responsibilities under the General Data Protection Regulation 2018. It is registered with the Information Commissioner's Office to hold data, including data on pupils, parents and children held on the school's management information system. We ensure that in practice parents are only provided with access to data on their own children, and that members of staff use data strictly for work-based purposes.



## **Accessibility**

St Catherine's school building is inclusive. The school is on one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact school on 332636 or email: [office@st-catherines.bolton.sch.uk](mailto:office@st-catherines.bolton.sch.uk)

## **Bullying**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Schools have responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. **At St Catherine's we ensure that a consistent approach is taken to deal with bullying related to SEN and disability and that it is specifically covered in anti-bullying policies.**

St Catherine's is an inclusive school. We aim to provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends; not understand that what is happening is bullying;
- have difficulties telling people about bullying.



### **The local authority local offer**

All schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN and this can be viewed at: <http://www.st-catherines.bolton.sch.uk>

### **Equal opportunities**

The school is committed to providing equal opportunities for all, regardless of age, sex, race, disability, religion or belief, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Promoting Positive Behaviour Policy
- Supporting Pupils with Special Medical Needs
- Anti-bullying policy
- Complaints procedure
- Data Protection policy
- Intimate Care policy

### **Monitoring arrangements**

This policy and information report will be reviewed by Caroline English-Mather **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 board.