



SEND POLICY (including EYFS)

‘We believe in a faith-filled future and that all life is gift’.

(This policy applies to pupils from Nursery to Year 6 and has regard to the recommendations of the SEND Code of Practice 2014)

‘...every child is encouraged to achieve their full potential; within an inclusive community’. (Mission Statement)

At Sacred Heart School we believe in every child’s right to reach their own potential in an inclusive environment. We value the aspirations, abilities, attitudes and achievements of all our children. The importance of nurturing a child’s social and emotional wellbeing, as well as implementing early and effective support in overcoming barriers to learning, is recognised by all staff. We aim to provide the best possible environment for learning and to give each child the opportunity to succeed. This policy sets out our provision for children with Special Educational Needs and Disability; how we will enable children to realise their potential and work together with children and parents to achieve the best outcomes. This policy should be read in conjunction with our Mission Statement.

Compliance

This policy has regard to the 2014 Code of Practice for Special Educational Needs; and the Children and Families Act 2014.

Definition of SEN

- A child has SEN if they have a learning difficulty or disability requiring special educational provision
- A learning difficulty or disability means that the child EITHER
 - Has a significantly greater difficulty in learning than the majority of their peers or
 - Has a disability which prevents or hinders the child from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

Sacred Heart School is a mixed ability, faith school and admission is open to all children including those with additional needs provided that:

- Their needs can be catered for by the school
- Parents/school and outside agencies share information that will support the child in the setting.
- Their admission is compatible with the provision of effective education for the children with whom they will be educated.
- Their admission is compatible with the efficient use of resources

All Sacred Heart staff are expected to be familiar with the 2014 Code of Practice and with this policy.

Sacred Heart provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse

learning needs. Some children have barriers to learning that mean they have, or develop, short-term special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities. Children may need additional or different support from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child within a mainstream setting;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all areas of the school curriculum;
- To ensure that parents are able to fulfil their role in supporting their child's education;

Educational Inclusion

We have high expectations for all our children and aim to offer excellence and choice to all. We aim to make children feel valued in the Sacred Heart community and through appropriate curricular provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations;
- Require a variety of different strategies for learning;
- Learn and communicate information at different rates;
- Need a range of different teaching approaches and experiences
- Sometimes require reasonable adjustments in expectations around their learning and behaviour in order for them to be able to learn and flourish.

Teacher's respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of senses and experiences;
- Planning for children's full participation in learning and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping children to manage their emotions; particularly trauma, stress and anxiety, to enable them to take part in learning.

Special Educational Needs

The most commonly diagnosed disability in our school is one of Specific Learning Disability (SpLD) manifesting as Dyslexia, Dyspraxia or Dyscalculia. There may be other SpLDs such as ASD and

Sensory Processing Disorders, ADHD, Speech and Language difficulties, or children with a range of difficulties.

Children with special educational needs have learning difficulties that require special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents them from making use of the educational facilities that are provided for children of the same age.

Some of the children who apply to join Sacred Heart School have previously attended an early education setting, or our own Nursery, with their needs already assessed. Acceptance of a pupil with support requirements or special educational needs and disability (SEND) is at the discretion of the Head teacher in consultation with the SENCO. If Sacred Heart is able to meet the pupil's needs and full details of needs and outside agencies are shared, the child will be accepted. This may be conditional upon seeking outside agency support in order that the child may be further supported in school.

If at any stage, we feel a child's needs would be better met in a different setting, we will have an open dialogue with parents to explore the options available which will best meet the needs of the child. This may involve working in partnership with the LEA and other schools and outside agencies.

Our children are regularly assessed so that we can build upon their prior learning. We use this information to provide for the development of an appropriate curriculum for all our children. All staff involved with children have a positive role to play in supporting the needs of pupils and developing self-esteem.

It is essential that a good working partnership is developed between home and school so that the child is well supported.

If assessments show that a child may have a learning difficulty, we employ a range of strategies that make use of all available classroom and school resources. Interventions may be offered within class that are different or additional to those provided as part of the school's working practices. The class teacher will initially approach parents and draw upon them for additional information and keep them informed. The Special Educational Needs Coordinator (SENCO) if not already involved, will become involved when teacher and parents feel the child would benefit from further support and assessment. The SENCO will then take the lead in further assessment of the child's needs.

We will keep records of the strategies used to support the child; some children may have a Provision Map, in EYFS a Setting Based Support Plan (SBSP) that details support received and SMART targets. Termly Pupil Progress reviews take place and parents are offered regular informal access to the SENCO and feedback. Some children with more complex needs may require an Education, Health and Care Plan (EHCP). Where this is the case, the school will liaise with the parents, the child (as appropriate) and the Local Education Authority.

Should additional support with the SENCO and SEN TA be needed in any Key Stage, this will be arranged at an additional cost to the parents. They will be advised of this at the outset and of any costs involved.

For pupils with English as a second language (not currently bilingual) we would liaise carefully with parents and outside partners to ensure that such children are supported appropriately in school.

Parents are consulted at each stage of the process.

STAGE 1 (Pupil Action)

Our SENCO works with, and supports, the classroom teachers to help differentiate and support children who have a Provision Map or SBSP. The SENCO also provides specialist individual additional support sessions for children, working with them and teaching them. In Key Stage 1 and Key Stage 2, progress and the ongoing support required is reviewed half-termly between the SENCO, SEN TA and Class teacher, and where appropriate Class TA. Sometimes this is on an informal basis. At this stage children will be placed on the SEND register

STAGE 2

If the review identifies that support is needed from outside agencies, we will consult parents prior to any support being requested. This may involve an Educational Psychology report or other specialist assessments. We have formed links with specialist outside agencies and where possible will signpost parents to the appropriate agency for their child's needs. Should the recommendation be that a child needs a classroom assistant during the school day in order to access the curriculum and enable them to remain in school, parents and school seek a partnership together to pay for this. This may lead to additional or different strategies being used with the child. The new strategies will, wherever possible, be implemented within the classroom setting.

STAGE 3

If the child continues to demonstrate significant cause for concern, the parents may seek or school will suggest applying for an Education, Health and Care Plan (EHCP).

In Sacred Heart School the SENCO:

- Manages the day-to-day operation of the policy, writes the Provision Maps and SBSPs in partnership with the relevant class teachers.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Provides additional support teaching 1:1 for children according to their Provision Maps (in Key Stage 1 and Key Stage 2 only).
- Supports and advises colleagues.
- Oversees the records of all children with educational needs.
- Acts as the link between parents, outside agencies and anyone else supporting the child.
- Acts as a link with external agencies and other support agencies along with the Head teacher.
- Monitors and evaluates the special educational needs provision and meets with the Head teacher on a weekly basis.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributes to the Continuing Professional Development of all staff.
- Arranges co-ordinated learning support with Teaching Assistants, SEN assistant and SENCO.
- The SENCO attends meetings where the individual needs of the pupil are discussed.
- Monitors the effectiveness of SENCO-directed interventions.
- The SENCO offers initial screening of children prior to outside agency assessment.
- Liaises with potential next providers or transition to secondary school.
- Works with the Head teacher and governors re: Equality Act 2010

- Contributes to and oversees the pastoral care/mental health needs of children especially those with trauma, anxiety and stress.
- The SENCO liaises with class teachers to discuss pupils/teaching strategies in the classroom.
- The SENCO is available to support teaching staff and to advise on teaching strategies and support materials in class.

Teachers

All teachers have a responsibility for the pupils with SpLD whom they teach. It is their responsibility to:

- Be aware of the school SEND Policy.
- Be responsible for following guidelines and advice and strategies for SpLD pupils given by the SENCO or any other professional supporting the child.
- Identify children causing concern, collecting evidence and presenting it to the SENCO.
- Plan for differentiation to ensure all children can access the curriculum.
- Support the SENCO in developing and delivering aspects of the Provision Map/SBSP, EHCP, where applicable.
- Be responsible for developing their own skills in working with SEND children via INSET and training opportunities.

We have a graduated stage response to children with SEND.

We use the 'Assess, Plan, Do, Review' model as advocated in the Code of Practice 2014.

Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body has identified governors to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head teacher. The named governor is Antonia Beary.

The SENCO reports to the Governing Body on developments within the department, planning and training needs.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practice. This is an ongoing process. If appropriate, staff are asked for their observations across the school.

The SENCO works closely with parents and teachers to plan an appropriate programme of support, reporting back to the Head teacher where necessary.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and SENCO can assess in smaller steps to aid progress and provide detailed indicators.

If a request is made to the LEA for an Education and Health Care Plan (EHCP), the LEA will seek a range of advice before agreeing to initiate the process. The needs of children are considered to be paramount in this. The SENCO and staff will do all they can to contribute to this process.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, they differentiate work appropriately and they use assessment to inform the next stage of learning.

We support children in a way that allows them to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom. There may also be times when reasonable adjustments are applied for the safety or anxiety levels of a child that may require support outside the classroom.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage active partnership through an ongoing dialogue with parents. Parents have much to contribute to the support of children with special educational needs. We reserve the right to report on SEND needs and share information with outside agencies with parents' permission. Parents have a statutory duty to cooperate with this.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any need for outside intervention and we share this by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

The SENCO monitors the movement of children with SEND within the school. The SENCO provides the Head teacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting class teachers and drawing up the SMART targets for children. The SENCO and Head teacher hold regular meetings to review the work of the school in this area.

Further information can be obtained in the Admissions Policy, Inclusion Policy and Reasonable Adjustments Policy.

This policy is reviewed annually with Antonia Beary, the named Governor for SEND.

Reviewed January 2017