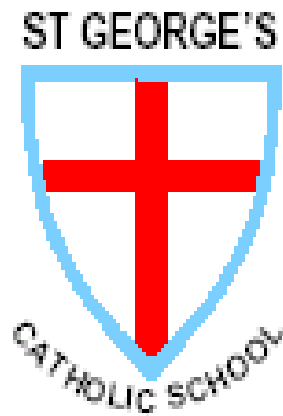


# **Special Educational Needs and Disability (SEND) Policy**



**Head Teacher:** Mrs Edwina McDonnell

**Special Educational Needs and Disability**

**Co-ordinator (SENCo):** Mrs A McNamara

**SEND Governor:** Mrs C Farmer

This policy complies with the statutory advice laid out in the SEND Code of Practice 0-25 (September 2014 and last updated in January 2015)

Due regard has been given to the Equality Act 2010

Other linked Policies include the Accessibility Plan, Safeguarding Policy, School Admission Policy, Medical Conditions Policy.

**Updated: December 2022**



## **St. George's Catholic School**

### **Special Educational Needs and Disability (SEND) Policy.**

#### **1. Legislation and guidance**

In 2014 the Child and Families Act came into force and with it the SEND Code of Practice 0-25. This policy details St. George's Catholic School's approach to supporting children with Special Educational Needs and Disability in line with these statutory documents.

The Children's and Families Act 2014 Part 3 gives the follow definitions of:

##### **a) Special educational needs:**

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 child of compulsory school age, or a young person has a learning difficulty or disability if he or she-

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age, in mainstream schools, or mainstream post-16 institutions.

A child or young person does not have a learning difficulty solely because the language (or form of language) in which he or she, is or will be taught, is different from the language (or form of language) which is, or has been spoken at home.  
(Section 20)

##### **b) Special needs provision:**

'Special educational provision' is provision that is additional to, or different from, that which would normally be provided for children or young people of the same age in a mainstream setting. (Section 21)

The SEN Code of Practice 0-25 can be found on the Department of Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Each local authority is required to publish a resource detailing the services on offer to support children and young people with SEND and their families. This resource is known as the 'SEND Local Offer'. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community organisations within the local area.

The Somerset SEND Local Offer can be found on:

[Somerset's Local Offer](#)

Our school SEN Information Report is a statutory document and is available on the school website. This report is updated annually in the autumn term. The report contains information for parents and carers, outlining our approach and the provision made for children with SEND at St. George's.

## **2. School Ethos**

At St. George's Catholic School our aim is to

*'help all our children to develop harmoniously their physical, moral and intellectual qualities',*

*to 'grow in mind, body and spirit'*

St. George's Catholic School is an inclusive school, where all children are valued and supported to achieve their full potential, to develop respect for themselves, for their achievements and a respect and understanding of others. We strive to use our best endeavours to remove barriers to learning and to ensure participation for all our pupils. We work hard to make equality of opportunity a reality for all in our community.

We offer children high quality teaching and access to a broad and balanced curriculum based in a Catholic Christian setting. We endeavour to prepare our pupils for entry into the wider world.

At St. George's Catholic School, we recognise that **'every Teacher is a Teacher of children with SEN and disabilities'** and that supporting children with SEND is a whole school responsibility requiring a whole school approach. Therefore, as a whole school staff we aim to,

- Value all our pupils equally and strive to help each to 'grow in mind, body and spirit', so all can develop and reach their full potential.
- Provide all learners with high quality teaching, through the use of a range of teaching strategies, approaches and differentiation.
- Give all children access to a broad balanced curriculum.
- Actively seek and use our best endeavours to remove barriers to learning, activity and participation.
- Have high expectations and aspirations for all our learners.

- Regularly assess and monitor children's progress, so as soon as any child is seen to not to be making, or continuing to make expected progress, this can be addressed.
- Identify any pupil who may have special needs as early as possible, and provide appropriate targeted support for them, at the earliest time.
- Have a consistent whole-school approach to the identification and provision for children with special needs, which includes staff being aware of and using Somerset SEND Core Standards.
- To employ a graduated approach to meeting the needs of pupils with SEND using the 'Assess, plan, do and review' process.
- Work in close partnership with parents/carers, involving them in decisions made about provision for their child.
- Listen to the views and concerns of children and young people themselves and encourage their participation.
- To work in co-operation and partnership with outside agencies and professionals, to provide timely and appropriate support to secure the best outcomes we can for our most vulnerable children.
- Make efficient and effective use of school resources.
- Comply with the 2015 Code of Practice.

### **3.Roles and responsibilities for SEND**

#### **Head Teacher**

- Mrs Edwina McDonnell, our Head teacher, is responsible for overseeing the provision for all learners at St. George's Catholic School, including those with SEND.
- Mrs McDonnell works with the SENCo and the Governing Body to determine the strategic development of the SEN policy, and to monitor the progress and provision for children with SEN or a disability in the school.

#### **SENCo**

Our school Special Educational Needs Co-ordinator (SENCo) is Mrs Alison McNamara. Her role is to co-ordinate all aspects of the day to day provision of education for all pupils with SEND, including those with EHC plans.

The SENCo is a qualified teacher with a number of years teaching experience in both mainstream and special schools and specialist qualifications including;

NASENCo award from Plymouth University

Working towards Level 5 BDA dyslexia course

The SENCo's role includes;

- Working with the Headteacher, to determine and monitor the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of provision made for individual pupils with SEND, and particularly those with EHC plans.
- To carry out assessments and observations to aid identification of pupils strengths and needs and to support the 'Assess, plan, do and review' process.
- Providing professional guidance, support and advice to colleagues.
- To work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working closely with parents to support them to meet the needs of children with SEN or a disability.
- To be the point of contact for external agencies, especially the local authority and its support services
- Liaising with both pre-school settings and secondary schools to ensure pupils and their parents are informed about their options. To facilitate as smooth a transition as possible for all students between education phases.
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain and keep up-to-date the records of all pupils with SEND.

### **SEND Governor**

The SEND School Governor is Mrs Catherine Farmer.

Her role is to;

- Help to raise awareness of SEND issues at governing body meetings.
- Visit the school regularly to meet with the SENCo about SEND provision and update the governing board on this.
- Work with the head teacher and SENCo to develop and monitor the SEND policy and provision in the school.

## **Class Teachers**

Are responsible for:

- Delivering consistent quality teaching and learning opportunities for all children.
- The progress and development of every pupil in their class.
- Providing additional help at the earliest opportunity for any child who may be experiencing difficulty.
- Removing barriers to learning, by modifying and differentiating tasks to enable children to benefit from teaching input and activities, and to show what they know and can do.
- Working closely with teaching assistants to plan the delivery of programmes for children with SEND and to assess the impact of interventions.
- Working with the SENCO to assess, plan and review each pupil's progress and provision in line with the SEND policy.
- To follow this SEND policy.

## **4. Admission arrangements**

St. George's Catholic School is a voluntary aided school. The admission arrangements and criteria for all pupils are in accordance with national legislation, including the Equality Act 2010 and these apply to children with any level of SEND. Our admissions policy can be found on the school website and are available from the school office.

Children with identified special needs or a disability are supported in their entry to school, through School Entry Planning Meetings, with parents/ carers, key staff from settings and support agencies. Individual transition planning arrangements are made where necessary for other children.

## **5. Special Educational Needs and Disability-categories of need.**

At St. George's Catholic School, we strive to support all our children and recognise that as individuals, they each have differing needs and for some, this may include Special Educational Needs or Disability.

The SEND Code of Practice 0 to 25 describes four broad categories of special educational need. Children with SEN or Disability may have needs in any of these areas, or in more than one. The categories are:

### **Communication and Interaction**

This category includes speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.

### Cognition and learning

Some children learn at a slower pace than their peers, even with appropriate differentiation and therefore have learning difficulties. Learning difficulties can be of differing degrees, ranging from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD).

Sometimes learning difficulties can be within very specific areas, these are Specific Learning Difficulties (SpLD) and include Dyslexia, Dyscalculia and Dyspraxia.

### Social, emotional and mental health difficulties

Children with these difficulties may become withdrawn or isolated, as well as display challenging or disturbing behaviour. The behaviours may come from underlying mental health difficulties including anxiety or depression, or disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or an attachment disorder.

### Sensory and/or physical needs

This category includes children who may have a disability such as a visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disability (PD).

Here at St. George's School, we have many children who have a language other than English as their first language or English as an additional language (EAL). This can sometimes make learning in English within school a little slower for such children, but having EAL does not in itself mean that children have a learning difficulty. Some EAL children however, may also have some Special Educational Needs.

## **6. Identification and assessment of Special Educational Needs.**

At St. George's School teachers strive to plan and deliver high quality lessons and use a wide range of teaching strategies and approaches to enable pupils to learn.

Teachers monitor children's responses to daily tasks and activities, and respond quickly to correct misunderstandings. They also provide support to pupils who encounter difficulties, as part of universal provision, which may include some small group or a little 1:1 time, differentiated activity or adaptations to enable pupils to keep up with and show their learning.

At the end of blocks of learning and also at the end of each term, teachers assess the progress and attainment of pupils against expected outcomes and standards. As part of this process, they identify those who are making less than expected progress. This may be seen as progress that;

- is significantly slower than that of their peers starting from same baseline.
- fails to match or better the child's own previous rate of progress
- fails to close the attainment gap between the child and their peers.

As stated, the first response of a teacher to a pupil experiencing any difficulty is to adjust provision and/or teaching to address the child's area of weakness and give some specific support. After having provided some specific input if difficulties continue or progress is not made, then with parent knowledge, the SENCO may be asked to carry out assessments to explore the child's needs. Parents will always be kept informed of any concerns teachers may have via general communication and through parents meetings.

At termly Pupil Progress Meetings (PPM's) class teachers, the assessment co-ordinator and/or the Head teacher and the SENCo discuss the progress of all children and identify those who are not making expected progress. Assessments and information already gathered is considered and further strategies or specific interventions suggested.

In some cases, it may be considered necessary at this stage, to seek the advice of an outside agency or to a health care professional. This will always be through discussion with parents or carers, and may require parents to complete an Early Help Assessment.

If as a result of response to input, observation and assessment, a pupil is recognised as having SEND then a Learning Plan will be agreed with parents. The child's name will then be added to the SEND register. If it is not clear from investigations the pupil has a special need, they will continue to be monitored by the class teacher.

## **7. A graduated approach: SEND Support**

When a pupil is recognised as having SEND, specific support and interventions will be given or strategies used to address the child's identified needs, with the aim of improving progress and securing good outcomes. The support provided will be **different from** or **additional to** that which is normally available as part of high quality teaching and general differentiation.

The four-part cycle below, will be followed to ensure that any actions taken and targets set for a child are revisited, refined and revised through a growing understanding of their needs and of an awareness of what works for them.

- **Assess:**
- **Plan**
- **Do**
- **Review:**



As an outcome of the 'Assess, Plan, Do and Review' cycle, interventions may be changed or outside agency involvement of different kinds may be sought as part of a stepped or '**graduated**' response. The level and type of support provided for any child will be in line with Somerset SEND Core Standards.

Here at St. George's School children designated as having SEND are given termly Learning Plans which specific 'smart' targets on them. Targets are based on the child's needs identified via assessment, observation, response to interventions and also based on advice given by an outside agency. LP's are sent home for parents and pupils to sign and to comment upon. Targets are reviewed each term by the SENCo with class teachers and new targets set.

Parents/carers are involved in contributing to and reviewing targets and plans with the SENCo and teachers as part of Parents meetings and annual review meetings. Children's views are also sought.

### Exit criteria

When a pupil makes good progress in their areas of need and/or their attainment comes in-line with what is expected, then in discussion with parents, it may be agreed that they no longer require SEN support. The child's name will be removed from the SEN register and they will be supported within general classroom provision.

### **8. Referral for an Education, Health and Care Plan:**

If it becomes clear that a child's needs are complex or long-term and despite specific intervention and appropriate action they require a continued high level of support, then it may be appropriate to seek a Statutory Assessment and request an Education Health Care Plan. A request for an Education Health Care Plan can be made by a parent or the school. An SEN Review needs to be carried out before the request is made.

A statutory assessment involves a full and comprehensive investigation into all of a pupils' needs and is carried out by a range of professionals from both education and health. Information and views from parents are gathered and the child's opinion is sought. The findings and recommendations for provision from this, then form the resulting Education Health Care Plan. In Somerset, as part of this process a banding level is also agreed which indicates a category of funding. EHCP's are required to be reviewed at least every 12 months. This is usually done in the educational setting or school.

Further information about EHC Plans can found on

[somersetchoices.org.uk](http://somersetchoices.org.uk)

Or by contacting an Education, Health and Care Plan Coordinator on:

[01823 355847](tel:01823 355847)

Or Somerset SENDIAS (SEN information, advice and support) on:

## **9. Supporting children with medical conditions.**

- Some of our pupils at St. George's have medical conditions that require us to make special arrangements for them. To do this, Medical Care Plans are compiled with parents, detailing the child's needs and the type and level of support required for their day to day care. Plans outline how access to trips etc. will be made and what action will be required in any emergency situation. Plans are reviewed with parents annually, or more frequently if the child's situation changes.
- Copies of Medical care plans are available in each classroom and all relevant staff working with the child are aware of the procedures that need to be followed.
- Occasionally, some children may have medical care plans issued directly by clinicians. Children who require some regular medical intervention from school staff may qualify for Medical Needs Funding.
- Children with medical needs will not automatically be recognised as having SEND, but some may have a disability or additional SEN. The school will comply with its duties under the Equality Act of 2010.
- Some children with medical needs may also have SEND and together these needs will be met in line with the SEND Code of Practice 2015.

## **10. Evaluating SEND provision**

In order to make consistent and continuous progress in relation to SEND provision, the Head teacher, governors and SENCo regularly track and review the effectiveness of provision for pupils with SEND. We also work together with staff from Somerset County Council Support Services to assess and monitor our provision. St. George's Catholic School encourages, gathers and reviews provision in the light of feedback from parents, pupils and from staff.

Individual pupil progress against targets which are set, is monitored at least on a termly basis, in line with the SEND Code of Practice 2015. Parents are invited to be involved and are kept regularly informed of SEN provision.

At St. George's we value our relationships with parents/ carers. There are planned opportunities to meet with class teachers and the SENCo at termly

parents' evenings and at other pre-arranged times. On a day to day basis, brief exchanges of important information can often be made with class teachers at the beginning and end of each day, but parents are encouraged to make an appointment if any longer discussion is required.

The SENCo works part-time but can often be available to meet parents or to talk on the telephone. However, making an appointment will ensure she can be free to meet.

Mrs McDonnell, Headteacher is available for discussion with parents should that be required. Please make an appointment if possible.

A SEN Report containing information for parents and produced with some of our parents, is updated annually.

The SEND Policy is reviewed and updated, at least every two years.

### **11. In- service training (CPD)**

At St. George's Catholic School, the staff receive relevant training in relation to SEND issues on a regular planned basis in line with the school development plan or current issues.

### **12. Working in partnerships with parents**

At St. George's School we recognise that parents/carers know their children best and so we work in close partnership with them to enable;

1. Early and accurate identification and assessment of SEN, so that the correct intervention and provision to be given.
2. Continuing social and academic progress of children with SEND to be made and personal success achieved.
3. The best long-term outcomes for the children can be secured.

### **13. Transition**

Where a student has an EHC plan, annual reviews are held as part of the legal requirements. When children are in Y6 annual reviews are required to be held by the end of November and secondary staff invited to be part of the process.

Children supported at SEN Support who are considered to have complex or long-term needs, or those with 'High Needs funding' waiting to be considered for an EHCP will also have an annual review prior to secondary transfer.

Careful transition planning will take place for Y6 children with recognised SEN or disabilities. Additional visits will be arranged and a transition programme followed, as needed.

#### **14. Links with other schools**

Our school works in close collaboration with a small group of Taunton-based schools, as well as Catholic Schools in Somerset, via the Dunstan Partnership. We are also part of the Bishop Fox's Pyramid and our SENCo meets at least once each term with our designated Educational Psychologist, and advisory teachers from the Learning Support/Virtual School advisory and Autism Communication Service. Through these and other links, the staff of St. George's work in collaboration with a variety of schools to share training sessions, share expertise and good practice, and meet to moderate children's work.

#### **15. Links to other policies.**

In writing this policy, due regard has been given to the Equalities Act 2010. This policy should be read in conjunction with the school's Accessibility Plan, Safeguarding Policy and Medical Conditions Policy.

Reviewed and updated in December 2022