

# St Alban's Primary School



## SEND and Disability Policy

Date	Review Date	SENCO	Nominated Governor
Nov 2023	Nov 2024	Deborah Tate	Deb Johnson

***'At Alban's Catholic Primary School we are proud to celebrate each individual for all that they are. We are a caring community enjoying and excelling in the presence of God.'***

### **Rationale:**

At St. Alban's Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

St. Alban's Catholic Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### **Objectives:**

- To ensure equality of provision for pupils with special educational needs and disability.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure that the special educational needs of children are identified early, and intervention reviewed regularly.
- To ensure parents/ carers are fully engaged in decision making.
- To ensure the wishes of the children (when appropriate) and views of individual parents are central when planning for children with special needs.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.
- Provide effective liaison with outside services, parents and the local secondary schools to ensure continuity of the children's education.



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Encourage children to do their personal best, enjoy their school experiences and build upon their successes.

## **Definition of SEN**

The code of practice defines SEN thus:

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age, or have a disability that 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.

## **Areas of Need**

Children may have needs and requirements which fall into specific areas and many children will have inter-related needs. These areas are:

- Communication & Interaction
- Cognition & Learning Needs
- Social, Emotional & Mental Health Needs
- Sensory & Physical Needs
- Behavioural difficulties do not necessarily mean a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.



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- **English as an Additional Language (EAL).**

The identification and assessment of the special needs of children whose first language is not English requires particular care. Some children take time to develop English, but make good progress once they have and therefore do not have a special educational need. If concerns are raised, we would seek professional advice to assess skills in the child's first language when possible and offer advice. The lead teacher for EAL is Natasha Cross.

## **Roles and Responsibilities:**

The SEN code of practice identifies the roles and responsibilities for the Trust, Local Governing Committee, Head teacher, teaching and support staff and SENCO.

## **Roles and responsibilities of the Special Educational Needs Co-ordinator (SENCO)**

- Manage the day to day operation of the policy
- Co-ordinate the provision for pupils with SEN
- Liaises with the Head teacher to discuss the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaise with teachers where a Looked After pupil has SEN
- Advise on the graduated approach to providing SEN support
- Manages support and advises colleagues
- Maintain the school SEN register
- Contribute to and manages the records of all children with SEN, ensuring all records are up to date
- Manage the school based assessment tracker for SEN & vulnerable groups of children
- Complete the documentation for outside agencies and the LA
- Liaise with parents of pupils with SEN
- Ensure there are a range of resources and teaching materials to enable appropriate provision to be made
- Monitor and evaluate the special educational need provision
- Work with the head teacher and school governors and Trust to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Report to the governing body
- Are key points of contact with external agencies, especially the local authority and its support services
- Liaise with Early Years providers, other schools, Educational Psychologists, Health and Social Care Professionals, and Independent or Voluntary Bodies
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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## **The Class Teacher:**

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle (assess, plan, do and review)
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice, update SEN documents/targets throughout the year
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

**The teaching assistant** supports individuals and groups of pupils with SEN, both in class and through withdrawal for targeted interventions/programmes under the direction of the SLT, class teacher/SENCO

The governor responsible for SEN is Deb Johnson.

The designated person for child protection is Martin Smith. The trained deputies are Maria Duncan, Claire Allan supported by Susan Jenkins and Abby Hunter.

## **Access to Facilities and Provision:**

Please refer to the school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information for pupils
- Our school has a lift and a disabled toilet.
- Medicines are kept in school according to our Managing Medicines Policy.

## **Allocation of Resources:**

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

## **Access to the Curriculum**



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At St. Alban's the broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

## **Identification, Assessment, Planning and Review Arrangements:**

St. Alban's R.C. Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

The following are **not** SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

## **SEN Support – Four Part Cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

### • **Assessment**

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals and parents will help to inform the assessment. If any pupil has been identified with SEN the parents will be asked to agree to their child being added to the SEN list.

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- **Plan**

Individual Support Plans will be produced termly to identify adjustments, interventions and support. Mrs Tate, class teacher and parents will meet together in the Autumn term to discuss the pupil's areas of strength and difficulty and to agree targets. These targets will be reviewed during the Spring term parents' evenings and new Support Plans will be put in place. Support Plans for the Autumn term will be set up in the summer term to aid transition. These will be agreed with the new teacher, parents and the pupil during meetings in the Autumn Term.

- **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Mrs Tate, SENCO, will support the above.

- **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, the school will consider involving specialists.

School liaises with the following services:

- Educational Psychology Service;
- School Health, School Improvement Service (SIS) SEN support;
- SEN Teaching and Support Service (SENTASS);
- When appropriate, Social Services and 'Looked After Children Team';
- School Health;
- Speech and Language Therapy;
- Social Services (when appropriate).

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

## **SEN information document**

This report can be found on the school website. It outlines the provision St. Alban's Catholic Primary school makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

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## **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to High School, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. When pupils move schools, either at phase transfer or at any other time, school records will be transferred. For pupils on the SEN list information collated by the SENCO will be sent to the receiving school's SENCO.

## **Partnership with Parents/Carers:**

St. Alban's Catholic Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Information, Advice and Support Services information is also given, including contact details for our Parent Support Worker Susan Jenkins. Susan is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help Plans are used to co-ordinate support for children and their families who have a range of needs.

## **Pupil Participation:**

The views of the child should be sought where practical, taking into account age, maturity and capability of the child. When the initial concern form is completed the views of both the child and the parents are sought. Support Plans are discussed with the child and where appropriate they have an input into target setting.

## **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by SENCO and the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Regular meetings between the SENCO and the senior leadership team.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- The Local Authority audit to externally validate provision and outcomes for pupils with SEN

## **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. Where appropriate, outside services are brought in to deliver training on particular aspects of SEND.

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## Medical Conditions

St. Alban's Catholic Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their Education Health Care Plan.

## Admission Arrangements:

St. Alban's Catholic Primary School has an admissions policy agreed by the governors. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

**St. Alban's has no Special Educational Needs and Disabilities Specialism**

## The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level. If the complaint is unresolved, then parents should consult the school's Complaint Policy.

**This SEND and Disability policy will be reviewed and amended annually.**

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

<b>Date</b>	<b>Review Date</b>
<b>November 2023</b>	<b>November 2024</b>