



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

Reviewed annually by Senior Leaders

### **Mission Statement**

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents:

- Equality Act 2010: Advice for schools DfE Feb 2013.
- SEND Code of Practice 0-25 (May 2015.)
- Schools SEN Information Report Regulations (2014.)
- Statutory Guidance on Supporting Pupils at school with medical conditions (December 2015.)
- Children and Families Act 2014.

### **Inclusion Statement**

St Dunstan's Catholic Primary School is committed to providing an appropriate and high quality education to all the children in our care. This is delivered through effective quality first teaching which is monitored regularly. We believe that all children, including those identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Special Educational Need might be an explanation for delayed or slower progress but it is not an excuse, and

we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

All children are equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach engenders a sense of community and belonging, and we constantly seek to offer new opportunities to learners who may have experienced previous difficulties.

At St Dunstan's we aim to identify educational needs as they arise and provide teaching and learning contexts which enable every child to access the curriculum and receive a quality education in line with the *Code of Practice*.

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

### **How we define Special Educational Needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

### **(Definition of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014)**

The Code of Practice 2014 identifies the following broad areas of need as SEND:

- **Communication and Interaction** e.g. autistic spectrum and language disorders.
- **Cognition and Learning** e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.
- **Social, Emotional and Mental Health difficulties** e.g. ADHD, ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties.
- **Physical and/or Sensory** e.g. Hearing impairment, Vision impairment.

Other issues that are not a Special Educational Need, but may impact on progress and attainment include:

- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

### **Aims and Objectives:**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the children's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to achieve pupil focused outcomes and targets.
- **Make appropriate provision to overcome all barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual next steps in learning are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding the SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the child's needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Specialist Teaching for Inclusive Practise service, Behaviour Support, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Physical and Sensory Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Outreach services from local SEND specialist schools.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as Pupil Voice, residential visits, school performances, leading class and Key Stage collective workshops and Whole School Masses, sports teams, clubs and play leaders in the playground.

### **Roles and Responsibilities**

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The Headteacher has responsibility for the day-to-day management of all aspects of the school, including children with special educational needs. The Headteacher keeps the Governing Body informed.

The SENDCo is responsible for reporting regularly to the Headteacher and governors on the ongoing effectiveness of this policy and is line managed by a member of the Senior Leadership Team. The SENDCo can be contacted at [sendco@stdunstans.surrey.sch.uk](mailto:sendco@stdunstans.surrey.sch.uk) or via telephone 01483 715190. The Inclusion Lead, The SENDCo and the Assistant SENDCo hold the National Award for SEND.

All staff have the responsibility for teaching the range of pupils within their class effectively across the whole curriculum, following SEND procedures, keeping parents informed of pupil progress and implementing individual programmes as required.

### **How we coordinate SEND provision in our school**

- The SENDCo will monitor and respond to SEND provision and issues through:
  1. Termly reviews with the Headteacher to ensure that pupils on the SEND register continue to make progress and to identify pupils who need additional support, beyond the normal differentiated classroom offer, in order to make progress. These are monitored under our 'Stage 1' category.
  2. Classroom observations of pupils, to identify barriers to learning and generate support strategies.
  3. Classroom observations of teachers and support staff to identify any additional strategies that they could apply in order to support pupils with SEND.
  4. Discussions and follow up with parents, teachers and support staff.
- Regular reviews and meetings with parents, pupils and class teachers will be used to inform and support whole class approaches to inclusion, e.g. scaffolding, varied teaching styles.
- SEND support is primarily delivered by class teachers through quality first teaching methods. Additional support is provided by the Inclusion team and by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The school's provision is reviewed termly, by the SENDCo, and Senior Leaders, in line with current pupil needs, curriculum development and the budget. Additional support for children with the highest levels of need is also funded through individual allocations from the Local Authority.
- Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessment, Monitoring and Review Procedures**

Identification of pupils with SEND may occur in a number of ways:

- 1) Pupils may enter the School having previously had a SEND identified. The School will add such children to the School's SEND register and will take into account information provided by previous settings and specialists when planning provision for such children.
- 2) Teachers may raise an 'Expression of Concern' regarding pupils who they feel are finding aspects of learning difficult. This may lead to a member of the Inclusion team observing the child and reviewing measures currently in place to support the pupil. It may also lead to some more specific diagnostic assessment depending on the nature of the difficulties the child is facing.
- 3) Parents may raise concerns about their children, which the SENDCo will investigate through discussion with Class Teacher, review of any interventions, progress and attainment data and observation. Again, further diagnostic assessment to identify specific barriers to learning may be relevant.
- 4) The School's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:
  - o Baseline assessment results.
  - o Progress measured against end of year expectations for subject areas.
  - o Progress towards targets.
  - o Progress measured against the Pre-Key Stage Standards for those pupils working below the level of the NC for each Key Stage.
  - o Progress Measured against The Engagement Model for any pupils that are not partaking in subject specific study.
  - o Standardised screening and assessment tools.
  - o Observations of behavioural, emotional and social development.
  - o Assessments by a specialist service, such as educational psychology.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parents/ carers, many children will continue to be supported through scaffolded curriculum support within the quality first teaching offer.

Where a period of individualised curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **SEND support** level may need to be made. At this point, the child will be placed on the School's SEND register.

- There has been little or no progress made with existing literacy and or numeracy interventions.
- Additional support is required for emotional or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.

### **SEND Support**

Teachers are responsible and accountable for the progress and development of **all** of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. No amount of additional intervention and support cannot compensate for a lack of good quality teaching.

All support for pupils with SEND will follow a ASSESS – PLAN - DO – REVIEW cycle and the parents and child will be part of this process.

There are likely to be two groups of children recorded at SEND Support:

- Children who have needs similar to other children with additional needs within the Class/ Year group, e.g. lack of phonic knowledge or phonological skills, spelling difficulties.
- Children who have more severe or longer-term needs that are likely to result in an application for further professional advice.

Where there are a number of children with similar needs, support is likely to take the form of a small group intervention, either with other children from the class or the Year group. Additional more individualised support may be provided for pupils with more unique or significant needs. Personalised learning support will run concurrently with access to the relevant year group curriculum. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo, for advice, where required.

Interventions and support provided for children on the SEND register will be recorded on pupil's One Page Profiles. The progress the children have made in these interventions will be recorded. For most children with SEND, School-based interventions and personalised adjustments will enable children to make progress with their learning.

For some higher need children, as part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have

significant needs which are not being met by current interventions and that more specialist advice needs to be sought. (See *below*, **Involving external agencies**)

**Specialist SEND support** is where external agency referrals are made, parents will be invited to attend planning and review meetings. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress. At this time the SENDCo may work with the child, family and other agencies to complete a SEND Support Arrangements document for the child because there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern.
- Continues working at National Curriculum levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

#### **Pupils with the highest level of needs:**

For a very small number of pupils, the level of support required in order for a child to make progress will be beyond that which the School can provide out of its normal budget, or the child may have such a significant level of need that they need a more specialist setting. In these instances, and following a Review Meeting with parents, School may decide to submit a request for an Education, Health and Care Plan (EHCP) to the local authority. *Having a diagnosis of a Special Educational or medical need does not automatically mean that a child will require an Education, Health and Care Plan.*

The EHCP request will include details of the child's strengths and difficulties/ areas of need, the impact of provision and support they have received to date, copies of any reports from specialists and results of assessments. A central part of the EHCP request is the child's view of their learning, as well as the parental view on how they would like their child to be supported. A weekly Governance Board Meeting at Surrey SEND will assess the request and decide whether it is appropriate to pass the child's case forward for statutory assessment.

For this to be the case, it is likely that:

- The child has a disability or learning difference which is lifelong and which means that they will always need significant support to learn effectively or
- The child's achievements are so far below their peers that it is possible that the child may at some point benefit from special school provision.

If Statutory Assessment is not considered appropriate, the SEND caseworker will meet with parents and School to discuss the way forward in terms of achieving progress in the child's learning.

If Statutory Assessment is considered appropriate, a period of evidence gathering will follow. Once evidence from all relevant specialists is gathered, the request will be submitted to the Learners Single Point of Access who will decide whether the child's needs can continue to be met from the resources normally available to the school or if the child needs an EHCP.

If the application for an EHCP is successful, a statutory plan describing the child's needs and the support to which they are entitled will be written. Pupils with an Education Health and Care Plan will receive support in line with the recommendations made in their plan. This may be in the form of 1:1 designated adult support provided by a teaching assistant, specific targeted interventions and/or specialist support from outside agencies. The School will gain some 'top-up funding' to be able to provide the high level of support required. The process for submitting and receiving a completed Education, Health and Care Plan has a 20-week time scale.

The designated adult will be assigned to support the child's needs, as identified in their Education Health and Care Plan. They will not be permanently attached to the child, as this creates learned dependence. Over-dependence on an adult at school is detrimental to a child. Instead, they will support, and foster independent learning skills and may work with other children at times. They may also attend specialist training courses, whole school teaching assistant training/meetings and use time for keeping records and resourcing interventions. Designated adults are likely to change yearly.

Children with EHCPs will have an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the local authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Families and the children will be fully involved in the review process.

### **Involving outside agencies**



- Currently the Educational Psychologist Service have only been able to support School with pupils undergoing Statutory Assessment.
- The Local Authority Special Needs Support Services, such as the Specialist Teachers for Inclusive Practice visit the school as requested to observe and assess children and provide tailored advice to meet the child's needs. They do also provide training for staff as requested. The number of visits is limited according to strict budgets.
- Teachers from the Sensory Impairment Team work in school to support children with profound vision or hearing impairment. Class teachers are given advice and suggestions by these outside agencies to ensure the best support for the children.
- The school also draws on the expertise of local specialist provisions and outreach services e.g. Freemantles who are a specialist school for children and young people with Autism.
- The Inclusion team liaises with a number of other outside agencies, for example:
  1. School Nurse.
  2. Community Paediatrician.
  3. School Speech Therapy Service.
  4. Physiotherapy.
  5. Occupational Therapy.
- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Leader of Inclusion, and referrals will be made as appropriate.
- Parents/carers are informed and consent gained (unless there are safeguarding concerns) if any outside agency is involved.

### **Working in Partnership with Parents**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers may be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo may attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. Parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Pupil targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All pupil profiles and reviews will be copied and sent to parents/carers after meetings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- St Dunstan's recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents' /carers' activities.
- Regular communication between school and home will ensure that concerns are promptly acted on. The class teacher should always be contacted in the first instance, then the SENDCo. If parents are not satisfied with the outcome, parents/carers should then raise their concerns to the Inclusion Leader, then the Headteacher or, if this fails to resolve the issues, the governing body.

### **Training and Resources**

- All our staff work with children with SEND and disabilities.
- All of our teachers are trained to work with children with SEND.
- All staff have access to advice, information, resources and training to enable them to teach children with a broad range of learning needs effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.
- There is a regular cycle of training in how best to support pupils with the most common learning difficulties (dyslexic tendencies and autistic spectrum traits.)
- We use Chrome Books and communication in print technology to support learners e.g. voice to text software.
- A number of our staff have specific training for very specific needs and receive bespoke expertise and training on specific interventions.
- Where we identify a gap in knowledge or expertise, the school is able to buy-in additional support and training from the local authority and elsewhere.

### **Linking with other schools**

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting and / or a visit to the nursery setting to observe the child.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will contact the previous setting to further discuss the child's needs.

- The SENDCo may also seek advice from outreach services provided by specialist provision schools for children with specific needs.

### **Access to the Environment**

- St Dunstan's Catholic Primary School is a single site school.
- The school area is built on two levels.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas.)
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

### **Access to learning and the Curriculum**

- The school will ensure that all children have access to a balanced and broadly based creative curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning.
- Schemes of work and policies for each area of the curriculum are developed and differentiated to include appropriate learning outcomes for all pupils.
- Personalised learning and scaffolding takes a variety of forms within teacher planning. Every child can access the first step in every lesson. Learning questions and language are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT, where this is appropriate.
- The school will ensure that the curriculum and extra-curricular activities are barrier-free and do not exclude any pupils.
- St Dunstan's tries to make all trips inclusive, by planning in advance and using accessible places. We aim to take all Year 4 pupils on a two night residential and Year 6 pupils on a week-long residential trip.

- Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school.
- Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Specialist resources are accessed for children with Education, Health and Care plans through referrals to the local authority's SEND team after specialist advice has been sought.

### **Access to information**

- All children requiring information in formats other than print will have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- When appropriate, alternative methods of assessment are used within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admissions Arrangements (see Admissions Policy)**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with an Education, Health and Care Plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability into the Curriculum**

- The RSHE curriculum includes issues of disability, difference and valuing diversity, as well as the wider curriculum.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities, as they become available.

### **Terminology, imagery and disability equality**

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

- We also try to make sure we have positive images of children and adults with disabilities in displays, resources etc.
- We aim to make optimum use of Circle Time and RHE lessons for raising issues of language and other disability equality issues.

### **Listening to all children**

- St Dunstan's encourages the inclusion of all children in the Pupil Voice and Eco-Committees and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children with SEND in writing their pupil profiles, and encourage and support those pupils with EHCPs to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a separate policy for pupils with medical conditions and it follows the DfE recommendations:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf)

The Leader of Inclusion oversees the support for pupils with medical conditions with a designated member of the office staff.

### **Raising your concerns**

If a parent has a concern regarding their child's progress, they should, in the first instance speak to the child's class teacher. If those concerns persist, they should contact the SENDCo (see contact details above).

If a parent has a concern about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

### **Storing and managing information**

Paperwork relating to pupils with SEND is stored, held and destroyed in accordance with the data protection policy.

### **Evaluating our SEND Provision**

- We carry out pre- and post- assessments for all interventions carried out by the inclusion team.
- We track the progress of pupils on the SEND register using Standardised assessments. We monitor the percentage of pupils identified as SEND against national percentages.
- SENDCo carries out quality control monitoring of interventions and quality first teaching.
- The SENDCo provides information to the governing body as to the numbers of pupils receiving special educational provision through SEND support and Education, Health and Care Plans. The number of pupils transferring to or from each type of provision is noted. The Inclusion Leader also reports on any whole school developments in relation to inclusion, and ensure that governors are kept up to date with any legislative or local policy changes.
- There is a governing body sub-committee for Welfare and Inclusion that the Inclusion Leader attends termly. The Inclusion leader and the SENDCo also report to the curriculum sub-committee annually.
- Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

These procedures are reviewed annually by the Senior Leadership Team in March.