

“I have come that they may have life and have it to the full”

St Columba's Special Needs Policy



Special Educational Needs and Disability (SEND) Policy

1. Introduction

Our school aims to provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child. Teachers take into account in their planning a child's special educational needs and the provision made enables them to participate effectively in all curriculum activities, in addition to the broader aspects of school life.

SECTION 1

2. Aims and objectives

- The aims and objectives of this policy are:
 - To build upon the strengths and achievements of the child.
To identify children with special educational needs (SEND) as early as possible.
 - To create an environment that meets the needs of each child.
 - To ensure all children have equal access to a broad, balanced and differentiated curriculum.
 - To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
 - To encourage children to be fully involved in their learning.
 - To make clear the expectations of all partners in the process and provision of special needs.
 - To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's SEND.
 - To work independently at a challenging level towards achievable targets.
 - To ensure each child feels confident, valued and respected.
 - To help each child realise their full potential in terms of social, academic and physical development.

3. Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical impairment.

The purpose of identification of need is to work out what support the school can give to each child. Some children will fit into more than one category. The School always considers needs of the whole child.

There are occasions when progress and attainment are affected by factors other than special educational needs, for example:

- Attendance and punctuality.
- Health and welfare.
- Using English as an Additional Language (EAL).
- Disadvantaged children support
- Being a Looked After Child (CLA)

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Needs Provision.

Special Educational Needs and Disability (SEND) Policy

4. Roles and Responsibilities

In this school provision for children with special educational needs is the responsibility of the Headteacher, all members of staff and the School Governors.

Role of Class Teacher and Support Staff

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an important role to play in providing quality first teaching of the curriculum and in supporting each child's learning. They are fully involved in the identification process, differentiation of the curriculum and assessment of pupils with SEND. They work together with the SENCO to formulate and review IPPs and to maintain class SEND records.

The Head teacher and the Special Educational Needs Coordinator (SENCO).

- Mrs O'Donnell (Headteacher) is the Special Needs Co-ordinator (SENCO)

The SENCO's main duties are: -

- Overseeing the day to day operation of the School's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with Class teachers and support staff.
- Overseeing the records of all children with SEND.
- Liaising with the parents and carers of children with SEND.
- Informing staff of in-service opportunities where appropriate.
- Liaising with external agencies including the LA's support and Educational Psychology service, health and social services and voluntary bodies.
- Assisting the Head teacher in managing Learning Support Assistants.
- Liaising with Secondary School Special Needs Departments.
- Following the SEN Code of Practice.

5. Educational Inclusion

- The Governing Body has agreed with the LA admissions criteria, which does not discriminate against children with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice (refer to Revised Code of Practice).
- This school respects the fact that children: -
 - Have different educational and behavioural needs and aspirations.
 - Require different strategies for learning.
 - Learn at different rates.
 - Require a range of different teaching strategies and experiences.
- Teachers respond to children's needs by:
 - Providing support in all curriculum areas.
 - Planning to develop a child's understanding through the use of all senses and 'hands on' experiences.
 - Planning for a child's full participation in learning, and in physical and practical activities.

Special Educational Needs and Disability (SEND) Policy

- Planning for a child to manage their behaviour, enabling them to participate effectively and safely in their learning.
- This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as Reading Intervention, Maths Recovery, Speech and language support e.g. Time to Talk, BEAM, SMART MOVES etc.

SECTION 2

A Graduated Approach to SEN Support using the process of ASSESS PLAN DO REVIEW.

6. Information about the school's policy for identification, assessment and review for all students with SEND.

The School is committed to early identification in order to meet the needs of children with SEN. Some children may have been identified prior to entry as having special needs. This information may have come from:

- Nursery or other settings.
- Parents meetings held before the child starts school.
- Teacher observation during 'school experience' sessions the term before entry and time in Nursery School.
- Outside agencies: Area Health Authority, Child Guidance Clinic, Speech Therapist, School Psychological Service, Early Years team.

Once a child has commenced schooling, the class teacher is generally in the best position, through observation and experience, to identify children with SEND. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Y1 phonics screening, various screening tools, Welcom, Boxall, etc.

The School seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.
- fails to make progress with wider development or social and emotional needs.
- fails to make progress in self-help, social and personal skills.

The replies to the following questions need to be taken into consideration and may help staff in the process of identification of SEN:

- 1 Does the child have a sensory or physical difficulty that affects his/her ability to respond to normal teaching methods or arrangements?
- 2 Is the child's level of social maturity significantly below that of his/her class?
- 3 Is the child failing to make average progress in most areas despite adequate assistance within the resources of the school?
- 4 Is progress being hindered by frequent absences?
- 5 Is there evidence of issues with behaviour whether aggressive, extrovert, timid, withdrawn, or emotionally distressed?

Special Educational Needs and Disability (SEND) Policy

- 6 Is the child functioning at a level of development in most areas significantly below his/her age group?
- 7 Do the results of baseline, EYFS, and school-based assessments indicate need for concern?

Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics, the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on Quality First Teaching, the ordinarily available provision will be provided by the school and the LA document will be used to support this

If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEN Support and move to the next wave. An IPP is used to set and monitor targets. At this stage the children will be placed on the SEN register if needs are enough to mean they need provision different to other children

A child with an official disability/diagnosis will be placed on the SEND register immediately to recognize these needs. The child may not need an IPP because they have a disability as many children with ADHD and Autism have needs that can be met through QFT and Ordinarily Available Provision.

The following process will take place:

- The SENCO will consult regularly with parents or carers, teachers and support staff and pupils if appropriate about the IPP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- All IPPs will be reviewed after an appropriate period of time to enable a judgment to be made about its effectiveness, but in any case at least once a term. All reviewed outcomes will be recorded. Parents and children will be invited to be involved in the review and target-setting process.
- If children on the SEND register are in need of extra support (we have evidence that a child is making insufficient progress despite support at SEN Support level), the SENCO will fill in a SEND Help form with the class teacher and parents/ carers. This may lead to the school seeking further advice from external agencies. There is an LA service, consisting of professionals, including Specialist Advisory Teachers, Educational Psychologists and Education Welfare Officers. Our school buys in a school nurse who is also available for any medical advice. The SENCO will keep parents fully involved and informed about any proposed interventions.
- The range of support for children from the outside agency will be similar to that at SEN Support but may be necessarily more intensive and specific. The eventual outcome may provide immediate intervention through extra support or determine the need to move to an Education and Health Care Plan (EHCP).
- TA support is given to each child by the school if needed, however if they qualify for an EHC plan this funding will be supplemented by the LA.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHC Plan).

Special Educational Needs and Disability (SEND) Policy

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans (IPP)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- advice from outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHC plan).

Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child and parents. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes.
- what we appreciate and admire about the child.
- what is important to the child now.
- what is important to the child in the future.
- how best to support the child.
- questions to answer/ issues we are struggling with.
- action plan.

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

The school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer. Transition Review for Secondary School usually takes place in Year 6 during the Autumn Term.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision (SEP), where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers

Special Educational Needs and Disability (SEND) Policy

- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

7. Allocation of Resources

Funding is from the following sources and varies from year to year:

- LA funding through the EHC plan
- General School budget

The first priority of these resources is to meet the needs of the individual children, identified and named in the Special Needs Register. Funding is allocated as follows:

Staffing / Outside Agencies / Inset / Administration / Specialist Teaching/Resources

- The SENCO consults with the Head and assists in the specified and agreed resourcing for special needs provision within school, including the provision for children with an EHC plan.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Headteacher and SENCO meet regularly to agree how to use funds, including those directly related to EHC plans.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school. Provision Maps from each class show time allocations each term. TA's time is allocated and monitored each term. Termly progress meetings take place with the Head and class teacher to assess progress.
- Parents are invited in regularly to see how their child is progressing.

8. 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 feelings of success and achievement.
- Teachers use a range of strategies to meet a child's special educational needs. Lessons are of a high quality and have clear learning objectives; teachers differentiate work and use assessment to inform the next stage of learning.
- IPPs contain a small number of specific targets, ideally three or four, designed to enable the child to progress. All children at SEN support have an IPP to support them and this is followed by the class teacher and support staff.
- Wherever possible we do not withdraw children from the classroom as we believe all children have an entitlement to share the same learning experiences as their peers, however there are times when, to maximise learning, the children work in small groups or in a one to one situation outside the classroom.

Special Educational Needs and Disability (SEND) Policy

This depends on the needs of each child.

9. Medical Needs

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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

10. Complaints procedures

- Complaints procedure would follow the complaints policy procedure.
- See the SEND Code of Practice for more information.

SECTION 3

11. Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or through consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

12. Partnership with Parents and Carers

- Class teachers work closely with parents and carers throughout their child's education. Parents and carers should in the first instance contact the class teacher in case of any concern or difficulty.

Special Educational Needs and Disability (SEND) Policy

- The school provides information about the Parent Partnership service (SENDIASS) to all parents and Carers to support them with the transition from statement to EHCP or when a new EHC plan has been issued.
- At all stages of the SEN process the school keeps parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

13. Links with other schools

- The SENCO liaises with the SENCO of St Bernard's Catholic School and other relevant secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Yr6 children. EHC plans are usually reviewed the year before transfer (i.e. when the child is year 6 Autumn). When children move to another school their records are transferred within 15 days of ceasing to be registered with our school.

14. Links with other agencies

- The school works closely with all of the LAs Pupils and School Support units when identifying, assessing and making provision for special needs students.

15. Success Criteria

- The success of this policy is judged against the aims set out above. The policy is reviewed regularly and the Governing Body's Annual Report will comment on its implementation.

Changes following SEND Code of Practice (2015)

- Old statements are now EHC plans and will support the child throughout their educational journey.
- Behaviour and Emotional has changed to Social, Emotional and Mental Health.
- No action plus, now SEND Support and a cycle of assess, plan, do, review.
- Meeting with parents each term or more frequently if needed.
- Evidence of impact.
- SEND is a big priority in staff appraisal.
- SENCO must be qualified and be working towards the NASQ within the first three years of adopting the role.
- EHC plans for severe complex needs will be finalised within 20 weeks.
- EHC plans must include parent's views, SEN details and a Y9 plus talk about the future if necessary.
- Team around the Family approach used.
- Cumbria Local offer (a link will be included on the school website).
- School SEND information report on the school website.
- Funding.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2014 updated Jan 2015).
- Schools SEN Information Report Regulations (2014) which will be on the School website.

This policy has been created by the school's SENCO Mrs. C O'Donnell

The SEND Policy was reviewed May 2025

Next review date: 2027/28