

# St Cuthbert Mayne Catholic Junior School



## Special Educational Needs and Disabilities Policy Draft May 2024

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*“There are different kinds of spiritual gifts, but the same Spirit is the source of them all. There are different kinds of service, but we serve the same Lord. God works in different ways, but it is the same God who does the work in all of us. A spiritual gift is given to each of us so we can help each other.”*

1 Corinthians 12: 4-7

**Our Values and Vision for SEND provision**

“All children and young people are entitled to an education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Make a successful transition into secondary education and later on into higher education and/or employment.” Code of Practice for SEN (2015)

At St Cuthbert Mayne Catholic Junior School, we strive to promote an inclusive education for all of our children, in a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

We ensure that a broad and balanced curriculum gives all children the opportunity to succeed and achieve their personal potential.

We seek to quickly identify and remove barriers which may hinder a child’s progress and ensure that high-quality teaching is differentiated and adjusted to meet the individual needs of each pupil.

We instill in our pupils an ‘I can’ mindset, and promote confidence and positive attitudes to learning.

We foster partnership and effective relationships with parents who we recognise and support as the primary caregiver and first teachers of their child. We ensure that the views, wishes and feelings of the child and parents are central to decision making about their support and what they want to achieve.

**Definition of Special Educational Needs**

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (Code of Practice for SEND, 2015).

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Pupils are identified if making less than expected progress. This may 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.

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Code of Practice (2015) takes a graduated approach in providing support for pupils. Initially, the child’s needs will be met by the class teacher within high-quality teaching, planning, organisation and differentiation, with advice and support from the SENDCo. Children who are not making expected progress will be part of an in-class focus group and receive additional focus and teaching with their class teacher/teaching assistant or work with the SENDCo where appropriate.

If a child has recognised additional needs or they continue to work at a level significantly below that of their peers, the child will continue to receive additional support and differentiated teaching. The SENDCo will liaise and oversee with colleagues to arrange further assessment, advice and actions required to support a pupil’s needs. This is documented on our Assess, Plan, Do, Review cycles. Pupils with SEND are placed on a register and receive a learning Passport which records provision provided to support their additional needs and targets to support them in closing the gap between themselves and age related expectations. Targets are identified between the child, parents and class teacher on the child’s. These are reviewed termly and are an integral part of the Assess, Plan Do Review Cycle.

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A child can be referred for Statutory Assessment if they meet the relevant criteria for their specific difficulty as set out by HCC and are not closing the gap with peers or making adequate progress using the support already in place for them. If a child is successful in their statutory assessment they will be eligible for an Education, Health and Care Plan (EHC plan). This will ensure closer working relationships between health services and those from social care as well as education. Long term targets will be set, that will be reviewed by everyone working with the child at least once each year. A parent may apply for a personal budget if this is appropriate and the child meets the county criteria.

The school has a whole school 'Provision Map' of all pupils who are receiving support through Wave 2 (additional interventions to enable children to work at age-related expectations) and Wave 3 intervention (additional highly personalised interventions- usually including 1:1 or specialist support) strategies. This runs alongside class provision maps that are updated termly. Provision for SEND pupils is recorded and reviewed termly in an Assess, Plan, Do, Review cycle.

#### **Identification of new pupils with SEND**

We aim to identify a child's needs at the earliest point. We know that making effective provision improves long-term outcomes for the child. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek 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. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. We understand that parents know their children best and we listen when parents express concerns about their child's development. We also listen to and address any concerns raised by the child. The first response to such progress is high quality teaching, targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENDCo, should assess whether the child has SEND. This will involve informally gathering evidence, including the views of the pupil and their parents, extra teaching or other rigorous interventions designed to secure better progress, being put into place. The pupil's response to such support can help identify their particular needs.

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When identifying SEND our school understands that a child may present with persistent disruptive or withdrawn behaviours and these do not necessarily mean a child has SEND, monitoring and assessment will be made to see whether there are undiagnosed learning difficulties. If it is thought other housing or family circumstances may be contributing to the presenting behaviour a multi-agency approach will be supported by our school. Our school is aware that there will be other events that can lead to a learning difficulty or wider mental health difficulty such as bullying or bereavement. Our school pastoral care is characterised by strong and warm relationships between all pupils and adults. We aim to put into place provision for the child's short-term needs in collaboration with parents in order to prevent problems escalating.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

### **A GRADUATED RESPONSE**

Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

a) **Assess:**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to our school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly through a Assess Plan Do Review (APDR) Plan. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the

interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

b) **Plan:**

Where it is decided to provide a pupil with SEND support, parents are formally notified, although parents generally have already been involved in forming the assessment of needs as outlined above. The teacher with the support of the SENDCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be documented in the Learning Passport (We will need to look at the learning passport to tighten up on dos it suitably cover the APDR process. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents are made aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. The information set out will be readily available to be discussed with the pupil's parents. The Assess Plan Do Review (APDR) Plans will reflect on the support from outside agencies if they are involved, e.g. speech and language therapy. This will be shared termly with parents.

c) **Do:**

The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support as required the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

d) **Review:**

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The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term. Assess Plan Do Review (APDR) Plans will be reviewed and shared with parents and pupils on a termly basis. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Our school co-operates with the local authority in the review process and, as part of the review, schools convene and hold annual review meetings on its behalf, led by the SENDCo. Further information about EHC plan reviews is given in the SEN Code of Practice 2014 Chapter 9, Education, Health and Care needs assessments and plans and also on the Hertfordshire Grid:

[http://www.thegrid.org.uk/learning/sen/send\\_pathfinder/ehc\\_planning/index.shtml](http://www.thegrid.org.uk/learning/sen/send_pathfinder/ehc_planning/index.shtml)

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

### **Roles and Responsibilities**

Everyone in the school community- governors, staff, pupils and parents - has a positive and active part to play in ensuring that pupils with SEND achieve their full potential.

#### **a) The Local Authority;**

- Determines the overall policy for all aspects of a quality service for children with SEND
- manages each EHC plan and the assessment process.
- has named officers to deal with the processes.
- trains Governors.

#### **b) The Headteacher has responsibility for:**

- the management of all aspects of the work of the school, including provision for SEND pupils
- the allocation of resources to and amongst pupils with SEND
- working closely with the SENDCo within school to track and review progress of pupils and assess the effectiveness of provision, analysing impact and setting appropriately high targets
- supporting parents and SENDCo in applications for EHC plan when appropriate
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

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- making reasonable adjustments to ensure that pupils with SEND participate fully in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs
- providing high quality and focused in-service training for staff that responds to a present need or anticipates the needs of pupils
- ensuring SEND Information Report is prepared and show that there are arrangements for the admission of disabled children
- ensuring that steps are taken to prevent all pupils with SEND from being treated less favourably
- ensuring facilities are provide to enable access for children with a disability and show how there are plans to improve accessibility over time.

**The Governing Body will ensure that:**

- they understand and have regard to the requirements of the SEN and Disability Code of Practice (2014)
- Inclusion and SEND provision is an integral part of the School Improvement and Progress Plan
- all policies are in keeping with the aims and values of the SEN policy
- there is a designated Governor with specific oversight of the schools arrangements for SEN and disability.
- the Sites and Buildings committee is fully aware of and responds to the duty to anticipate what is required to prevent pupils with a disability from being disadvantaged
- SEND is always an agenda item in the termly Full Governing Body meeting
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- the quality of SEND provision is regularly monitored.

**The SENDCo is responsible for:**

- liaising and working in partnership with parents of pupils with SEND, to develop appropriate provision
- implementing the day-to-day operation of this policy
- co-ordinating the provision for pupil's special educational needs and disabilities
- monitoring and evaluating the impact of SEND provision
- supporting and advising colleagues in devising strategies and setting appropriate targets for pupils with SEND and monitoring the impact of these
- collating the relevant documents for and submitting requests for statutory assessments leading to an Education, Health and Care Plan
- organising and leading annual reviews of Education, Health and Care Plans
- identifying colleagues who may need additional support in providing for pupils with SEND and guiding towards the appropriate training
- contributing to the in-service training of staff and Governors



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- managing Teaching Assistants and ensuring that interventions and targeted provision is delivered effectively to have the desired impact and outcomes and that these are evaluated
- attending INSET and appropriate courses
- maintaining the school's SEND and inclusion register and records and make relevant information available to Governors
- working closely with staff within school to track and review progress of pupils and the effectiveness of provision, analysing impact and setting appropriately high targets
- informing parents when school is making any special educational provision for a child
- liaising with external agencies for advice and support for specific pupils, providing a link between agencies, class teachers and parents
- in liaison with the Headteacher, regularly reviewing and renewing provision maps for SEND and inclusion across the school
- liaising with the SENDCos in receiving secondary schools and/or other primary schools to help provide a smooth transition for consistency and moderation
- attending termly meetings with local SENDCos for consistency and moderation
- developing an open partnership with parents so they are fully involved in all decision making regarding their children and ensuring that parents are regularly updated on their child's progress.

**The Class Teachers are responsible for:**

- having an inclusive environment that fully supports pupils with SEND in the classroom
- providing an appropriately differentiated curriculum for pupils with SEN through personalised planning and high quality focussed teaching
- drawing on the SENDCo's advice on strategies to support inclusion
- identifying pupils with SEND in conjunction with the SENDCo
- ensuring access to a broad and balanced curriculum using a range of teaching strategies
- setting suitable learning challenges/targets which are appropriate to the needs of the pupil
- keeping full, clear records to allow review of effectiveness and impact of all interventions
- responding to pupils' diverse needs for overcoming barriers to learning ensuring teaching assistants are carrying out/delivering work to help support specific pupils
- ensuring other colleagues are aware of pupil's needs
- attend and contribute to annual reviews, applications and reviews of EHCPs
- developing an open partnership with parents that clearly values their support and contribution to any decisions regarding provision for their child.

**Teaching Assistants are required to:**

- carry out activities and interventions planned by the class teacher and SENDCo

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- keep full, clear records of work with pupils with SEN and contribute to the review of the effectiveness and impact of all interventions
- support pupils in whole class, small group and individual settings as required
- attend INSET where appropriate ensuring CPD
- be fully aware of the SEND policy
- model appropriate behaviour and encourage independence at all times
- support the school's open partnership with parents.

**Parents:**

- recognise the partnership they have with the school, and all other agencies working to meet the needs of their child
- understand that the school recognises that they have a unique insight into the needs of their child and consequently their input into decisions made to meet those needs is valued
- regularly liaise with the class teacher and SENDCo regarding their child's need and the provision the school has put in place
- support a joint learning approach between school and home
- attend and contribute to review meetings.

**Admission arrangements**

We welcome all children to be part of our inclusive school community. Applications supported by an Education, Health and Care Plan will be considered and we will seek to meet parental wishes as far as is practical.

**Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

All schools in Hertfordshire receive funding for pupils with SEND in three main ways:

- The school budget covers teaching and curriculum expenses as well as the cost of the SENDCo
- The notional SEN budget covers additional support required; funds are allocated to the school through a formula to take into consideration the numbers of pupils with SEND, FSM (free school meals), etc.
- Funding for children with EHCPs is determined on a banding basis by the county SEND team – an EHCP does not necessarily come with funding. Additional funds are available through the High Needs Funding panels for children without EHCP but with emerging needs. Parents are made aware if an application is to be made for this funding.

**Staff Training and Professional Development**

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We have a commitment for all staff to gain expertise in the area of Special Educational Needs and regularly attend county or in-school training to develop our knowledge further.

**Links with other agencies and support services**

St Cuthbert Mayne School has links with agencies which provide specific expertise, advice and support to assist with the provision for SEND. We will refer pupils and their parents to those agencies as appropriate. Permission to do so will always be sought first.

These may include:

- Educational Psychologist
- Speech and Language therapists
- Specific Learning Difficulty Base
- Occupational therapists
- Physiotherapists
- Dacorum Education Support Centre
- School Nurse, GPs
- SEND Specialist Advisory team
- Gade Family Support
- Families First
- CAMHS.

**Transition**

The SENDCo works closely with both the infant and secondary schools in the summer term to discuss the needs and provision of any children with SEND and to ensure that appropriate 'transition plans' are put into place. Records and information will be transferred and additional transition visits are arranged to support the pupil with moving to their new school.

**Complaints Procedure**

Should there be a complaint about the School's SEN provision, please contact the Headteacher.

**This policy should be read in conjunction with the school's Inclusion Policy, SEN Information Report and Local Offer.**

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**Date: May 2024**

**Review date: May 2027**