

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



**Governors Review Body:** Full Governing Body

**Responsibility:** Y. Hillier

**Reviewed:** January 2024 (Ratified - Full Governing Body, March 2024)

**Next Review Date:** January 2025

“Let it be known to all who enter here that Christ  
is the reason for this school,  
the unseen but ever-present teacher in its classes,  
the model for its children, the inspiration for its staff.”

At Sacred Heart Catholic School, we aspire to have a Special Educational Needs and Disabilities (SEND) Policy that meets legal requirements and reflects the philosophy of the school in meeting the educational, spiritual and moral needs of the pupils. We believe that each person in the school is a unique individual and so the school’s aims are a reflection of the whole school community - all who learn and work here, parents/guardians, governors, parish, diocese and local education authority.

Each family entrusts to this school community the shared responsibility of realising the full potential of every child, whatever their starting points, by fostering their security and happiness and nurturing the development of the whole child.

## **1 Introduction**

**1.1** This policy is in line with and pays due regard to; the Special Educational Needs and Disability Code of Practice 2015, the Children and Families Act 2014 and The Equalities Act 2010.

**1.2** Sacred Heart School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning lessons that meets the specific needs of individuals and groups of children. Teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special educational needs and require particular action by the school.

### **Definition of SEND**

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND 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 if they:

have a significantly greater difficulty in learning than the majority of others of the same age;

or

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

A child or young person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**1.3** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. Under the Code of Practice, 2015, there are four broad areas of need, which include:

## **Communication and Interaction**

This includes children with speech, language and communication needs. Children with this category of need, may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Disorder [ASD] are likely to have particular difficulties with social interaction.

## **Cognition and Learning**

Learning difficulties cover a wide range of needs, including specific learning difficulties [SpLD], moderate learning difficulties [MLD], severe learning difficulties [SLD] and profound and multiple learning difficulties [PMLD].

## **Social, Emotional and Mental Health Difficulties**

Many behaviours may reflect underlying emotional, mental health difficulties and/or social difficulties such as – but not limited to - anxiety, depression, Attachment Disorder, self-harming, eating disorders or other physical symptoms that are medically unexplained, including children with neurodevelopmental differences like Autism. Our Positive Behaviour Policy outlines how children who have recurrent behaviour difficulties `will be supported with an Individual Behaviour Plan (IBP).`The policy also outlines how we would endeavour to make adjustments and consult with other professionals for guidance and further support as appropriate [ Positive Behaviour Policy January 2024, 6.4,6.5]. Our graduated response to SEND supports pupils with these needs through early identification and intervention and strong partnerships with parents and supporting agencies.

## **Sensory and /or Physical Needs**

Many children with vision impairment [VI], hearing impairment [HI], or a multi-sensory impairment [MSI] will require specialist support and/or equipment to access their learning. Some children with a physical disability [PD] require additional, ongoing support and equipment to access all the opportunities available to their peers and to meet their personal care needs.

**1.4** The Equalities Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. We will assess each child individually, and make the appropriate provision and reasonable adjustments, based on their identified needs.

## **2 Aims**

**2.1** The aims of this policy are:

- to create a caring environment that meets the special educational needs of each child;
- to ensure that the special educational needs and/or disabilities of children are identified early, assessed and provided for;
- to offer all pupils the opportunity to develop their full potential within all areas of experience, including the spiritual and moral;
- to value each pupil as an individual and for them to be socially integrated within a peer group;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure children with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and the National Curriculum,

- to ensure that parents are guided in supporting their child's education and that there is a strong partnership between home and school.
- to ensure that our children have a voice in this process.

### **3 Educational Inclusion**

**3.1** At Sacred Heart, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are valued members of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- they require different strategies and resources for learning;
- they acquire, assimilate and communicate information at different rates and in different ways;
- they need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- planning differentiated, personalised learning opportunities
- developing children's understanding through the use of all of their senses.
- facilitating children's full participation in learning.
- supporting children to develop and manage their behaviours for learning in order to effectively and safely participate.

**3.3** 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.( 6.36 SEN Code of Practice 2015 )

The National Curriculum is our starting point for planning a curriculum that meets the needs of all our learners through Quality First Teaching (QFT).

QFT that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

### **3.4 Identifying children with SEND and assessing their needs**

The identification of SEND forms part of the school's overall approach to the monitoring, progress and development of all pupils. Class teachers will identify any pupils who may not be making expected progress given their age and individual circumstances and who may have additional needs. This can be identified by one or more of the following criteria: (SEN Code of Practice 2015, 6.17)

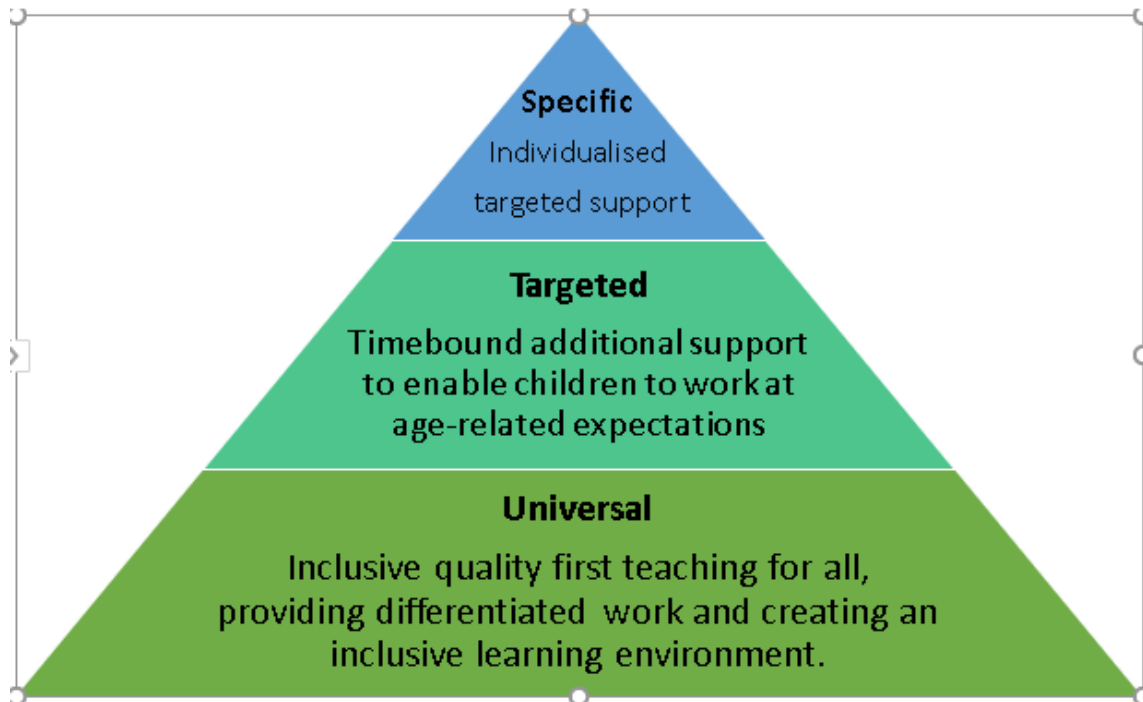
- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between them and their peers
- Widening the attainment gap

It can also include difficulties in areas other than academic attainment – for instance where a pupil has neurodevelopmental challenges or wellbeing difficulties or needs to make additional progress with wider development or social skills in

order to make a successful transition to adult life. (SEN Code of Practice 2015, 6.18)

### 3.5 Provision

#### Levels of Support



Universal, Quality First Teaching (QFT) is always the first response to supporting all learners and includes a blend of whole-class, group and individual work, utilising a variety of teaching approaches, an accessible and engaging environment and making reasonable adjustments as necessary.

A **Record of Concern** is the initial recording of a concern by a teacher. This outlines the strategies and support that a class teacher has put in place for a child. It is short term and, in some cases, when reviewed, may lead to a more formal record of intervention if progress is not evident. This is determined on a case-by-case basis.

When a child is identified as having difficulties, targeted, time-limited extra provision, supplementary to Quality First Teaching will be implemented. Where concerns relate to academic achievement, this additional provision may take the form of small-group intervention with the aim of accelerating progress, closing existing gaps and enabling children to work at age-related expectations. Where concerns pertain to difficulties in other areas such as wider development, or social, emotional, behavioural, sensory and/ or physical needs, additional provision could be a small group intervention that aims to equip the child to meet these challenges. Parents are involved in discussions in relation to the child's areas of need and informed of planned interventions. Records of all such interventions are maintained by the school. Upon review, when pupils are identified as not making sufficient progress to achieve their targets despite appropriate quality teaching and intervention, the class teacher makes an **In-house Referral** to the Inclusion Team; the Inclusion Manager is consulted and advises on next steps.

Where a pupil is identified as having a Special Educational Need, as defined by the SEN Code of Practice 2015, we take action to remove barriers to learning and put effective special educational provision in place which is “**additional to ‘or ‘different’ from ‘the differentiated curriculum.** This includes: targeted, individualised intervention as defined in consultation with outside agencies, for example, a Speech and Language Therapist, Occupational or Physio therapist, Educational Psychologist or the Send Advisory Service.

**The pupil will be placed on the SEN Register and parents are informed.**

**3.6** At Sacred Heart, we support the recommendations and programmes suggested by external professionals to plan, track and monitor progress through a range of different methods.

For pupil with:

- A diagnosis of ASD /ADHD - a One Page Profile is set up detailing areas of strength/difficulty and accommodations
- Speech and language / Occupational Therapy - Individual Learning Plan
- SEMH / Pastoral/ Behaviour support – Pastoral Care Plan or an Individual Behaviour Plan
- Dyslexia - Dyslexia Accommodations List
- A My Support Plan - a non-statutory assessment to identify pupil’s needs across all four areas at the earliest opportunity.

We recognise that Individual Education Plans are no longer specified in the SEN Code of Practice 2015, however, we use them as a document to:

- Plan and record: specific, measurable, achievable, relevant and time-bound targets (SMART Targets)
- Enable us to focus on particular areas of development for the pupil with special additional needs
- Support pupils in understanding and taking ownership of targets, in addition to capturing ‘pupil voice at termly review
- Enable us to work in unison with parents in the provision of support and review of the pupil’s progress.

The criteria for an IEP include, one or more of the following:

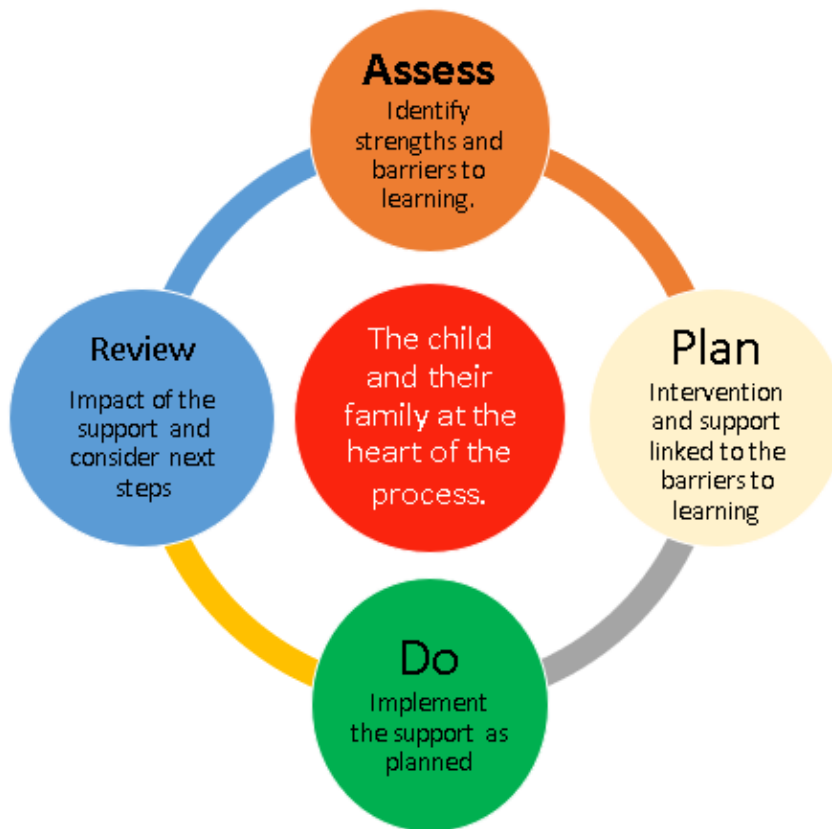
- An Education, Health and Care Plan (EHCP) is in place
- The pupil requires personalised learning because they are working significantly below age – related expectations
- The pupil needs to learn skills relating to their additional SEMH, Physical or Sensory needs.

**IEPs are reviewed termly in collaboration between the teacher, family and pupil.**

**3.7** In line with the Code of Practice 2015, the school will adapt a four-part cycle known as the **Graduated Approach**, which is used to implement increasingly specialist levels of teaching and intervention for children and young people with SEND.

By implementing a system of ‘Assess-Plan-Do-Review’ an individual child’s SEND can be accurately identified, appropriate provision provided, progress monitored in relation to clear and bespoke outcomes, and following an approach that places the child and family at the centre of the process.

## The Graduated Approach



### 3.8 Education, Health and Care Plans (EHCPs)

When a pupil, despite an individualised programme of sustained intervention remains a significant cause of concern and/ or doesn't make progress the school can make a request for a Statutory Assessment to be carried out by the Local Authority. If the LA considers a pupil to require provision beyond what the school can offer an EHCP will be provided. EHCPs will include details of learning objectives for the child or young person and the provision required to meet the objectives.

Children who have an Education, Health and Care Plan will have a statutory annual review. These reviews will follow the format as set out in the Code of Practice 2015. It is the responsibility of the Inclusion Manager to organise and convene these reviews and to report to the Local Authority.

In the Spring term, for a pupil in year 5, the Annual Review meeting will discuss Secondary school transfer. In Year 6, the Inclusion Manager from the Secondary School is invited to attend the Annual Review Meeting.

## 4 The Role of The Inclusion Manager

### 4.1 At Sacred Heart School the Inclusion Manager:

- manages the day-to-day operation of the SEN policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- is responsible for early identification procedures and assessments;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;

## **4.2 Supporting Pupils with medical Conditions:**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required. Where children with medical needs also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. (Code of Practice 2015 6.11)

## **5 The Role of the Governing Body**

**5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

**5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

**5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND

**5.4** The SEND Governor ensures that all governors are aware of the school's SEND provision.

## **6 Assessment**

**6.1** The Inclusion Manager works closely with parents and teachers to plan an appropriate programme of support.

**6.2** Children with SEND will be assessed according to the whole school assessment procedures. In addition to this, the class teacher, the Inclusion Manager and other Learning Support staff, will use a wide range of assessment tools relevant to specific areas of need. These will reflect specific areas of progress and provide detailed and accurate indicators of strengths and areas for development.

**6.3** Further assessment and advice may be sought from external agencies with the permission of parents.

## **7 Access to the Curriculum**

**7.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring success and achievement.

**7.2** Teachers use a range of strategies to meet children's special educational needs. Teachers use ongoing assessment to inform the next steps of learning and differentiate and personalise work appropriately.

**7.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when to maximise learning, we ask the children to work in small groups with specialist support or in a one-

to-one situation outside the classroom. For some children with complex needs, their curriculum may be supplemented with a personalised life-skills programme.

## **8 Partnership with Parents**

**8.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

**8.2** Where pupils are undertaking an intervention programme parent are notified and where appropriate, workshops are delivered to explain the programme and offer guidance.

## **9 Pupil Participation**

**9.1** Children are involved at an appropriate level in setting targets and identifying their short- and medium-term desired outcomes. Children are encouraged to reflect on their own performance against their targets. Children are supported to attend their annual review meetings. Their views are gathered regularly and form a central element of the review process.

## **10 Monitoring and Review**

**10.1** The Inclusion Manager monitors the movement of children within the SEND system in school. The Inclusion Manager provides staff and governors with regular summaries of the impact of the policy on the practice of the school,

The impact of provision is monitored through regular pupil progress review meetings and appropriate adjustments made.

**10.2** The Inclusion Manager is involved in supporting teachers when planning outcomes for children with SEND.

**10.3** The professional development of all staff, in relation to the needs of pupils with SEND, is ongoing and continuous. A range of opportunities include:

- Inset within school, linked to school development priorities
- techniques and strategies on relevant SEN issues or subjects provided by SEN specialists e.g. Educational Psychologist, Send Advisory Service
- training and advice from external professionals who work with children within the school e.g. Speech and Language, Occupational and Physio Therapists, Hearing and Vision impaired team
- attendance at courses (both accredited and non-accredited) offered by external providers and the Local Authority, which are relevant to the work undertaken and part of the schools CPD process.

**10.4** The governing body reviews this policy every three years and considers amendments that may need to be made in the interim in light of any new legislation.

## **11 Complaint procedure**

**11.1** Any complaints from parents/carers of pupils with Special Educational Needs should be made through the school's procedures as set out in the complaints policy on the school website.

**Head Teacher:** Ms. T. McManus

**Inclusion Manager:** Mrs. Y.Hilier

**Special Needs Governor:** Dr V. Wendorff.