



Our Lady + St Joseph
Catholic Academy

S.E.N.D. Policy

Warwickshire Local Offer of SEND Support
www.warwickshire.gov.uk/send

1. **Introduction**

1.1 This policy reflects the new Special Educational Needs and Disability Code of Practice and Children and Families Act effective from September 2014, which have four main principles:

- **Participation**: the act promotes the participation of parents and young people in decision making about SEND
- **Outcomes**: the act focuses on outcomes and improving progress for children and young people with SEND
- **Collaboration**: the act requires a joint approach across all agencies
- **Clear information about SEND and disability support in all areas**: a local offer (see link on front cover) that sets out what all agencies are expected to provide including what schools are expected to provide from their delegated budget, their notional SEND budget

This policy is designed to make clear the responsibilities of all concerned, Academy Committee and staff as well as meet legislative requirements.

2. **Aims and Objectives**

2.1 The school's S.E.N.D. Policy has its foundation in the Mission Statement and holds dear the fact that each child is equal and valuable in God's eyes and should be given every opportunity to develop their full potential. The Academy Committee and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities. They will ensure that, where the L.E.A has informed the Principal or the appropriate governor that a pupil has Special Educational Needs and Disabilities, those needs will be made known to all that are likely to teach them.

2.2 The staff and Academy Committee of the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs and Disabilities.

2.3 Principal, staff and Academy Committee will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with Special Educational Needs and Disabilities.

2.4 The staff will ensure that pupils with Special Educational Needs and Disabilities join in the activities of the school together with pupils who do not have them. This will happen so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

3. **S.E.N.D.**

3.1 Our school will provide a continuum of support for pupils with Special Educational Needs and Disabilities. We are aware that a number of our pupils may require support in this area as defined by the Code of Practice.

Children have Special Educational Needs and Disabilities if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.*

**Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.*

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

- 3.2 All class teachers are committed to the identification and assessment of Individual Educational Needs and in implementing the Code of Practice. Also providing equality of opportunity and access to the National Curriculum.
- 3.3 Every teacher is responsible and accountable for all pupils in their class whenever and with whomever the pupils are working.
- 3.4 The school is committed to working to L.E.A. and DfES guidelines by providing Special Educational Needs and Disabilities provision within a mainstream setting.
- 3.5 Partnership is a key issue. The school will maintain a framework of partnership, which involves pupils, parents, carers, staff, Academy Committee and the L.E.A. and outside support agencies.
- 3.6 The staff will collaborate with curriculum specialists, outside agencies and support services to provide access to the curriculum through a range of assessment and support strategies for all pupils

4. Admissions and Inclusion

- 4.1 All the teachers in the school are teachers of children with Special Educational Needs and Disabilities. As such Our Lady and St Joseph Catholic Academy adopts a 'whole school approach' to Special Educational Needs and Disabilities, which involves all the staff adhering to a model of good practice. The school staffs are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.
The school operates an equal opportunities policy for children with Special Educational Needs and Disabilities who are afforded the same rights as other children. This includes both those children with Education Health Care Plans and those others with less significant problems.

5. Access to the Curriculum

- 5.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs and Disabilities a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 5.2 The school will make provision for pupils with Special Educational Needs and Disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' Special Educational Needs and Disabilities, the action taken and the outcomes.
- 5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 5.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of Special Educational Needs and Disabilities.
- 5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

6. Procedure and Provision

- 6.1 A pupil may have Special Educational Needs and Disabilities if he or she has difficulties in one or more of the following areas:
 - **Cognition and Learning**
(Moderate / Specific / Severe / Profound and Multiple Learning Difficulties)
 - **Communication and Interaction**
(Speech and Language / Autistic Spectrum Disorder / Social Communication Difficulties)
 - **Social, Emotional and Mental Health** including ADD / ADHD
 - **Physical, SENDsory, Medical**
(Physical / Visual / Hearing / Medical)

7. S.E.N.D. Support

7.2 The class teacher would take a lead in planning future interventions for the child and writing IEPs in discussions with colleagues and the SENCo. Also working with the child and monitoring and reviewing the action taken on a termly basis. Parents will be sent copies of the IEP and informed of their child's achievements and progress. They are asked to sign and acknowledge receipt of these. They are also invited into school to review the IEP at Parents' Evenings. School has an open door policy and parents are welcome to discuss their child at any time. Teaching Staff are always available before and after school on a daily basis for a brief chat or to arrange an appointment.

7.3 External support services, both those provided by the L.E.A and by outside agencies, can be invited to see children in school if that is appropriate and practicable. They can then advise teachers on new IEP targets and accompanying strategies and provide more specialist assessment that can inform planning and the measurement of a pupil's progress. They can give advice on the use of new or specialist strategies or materials, and in some cases provide support during individual or group sessions.

8. Individual Education Plan (IEP)

8.1 The IEP will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP will focus on targets, chosen from those relating to the key areas of communication, literacy, numeracy and emotional and social skills that match the child's needs. The termly IEP will be discussed with the child and their parents.

8.2 The IEP will include information about:

- the child's details and needs
- things they are good at
- things they need to be better at
- their SMART targets
- what they need to do to achieve these
- who is going to help them and when
- how did they get on
- review date

8.3 IEP Reviews:

The class teacher and when appropriate the Teaching Assistant supporting the child, will review IEPs termly. An Impact and Evaluation sheet will be completed by the teaching assistant carrying out the intervention and the child to look at progress and plan any further areas for development. Parents' views on the child's progress will be sought. We acknowledge that some parents may prefer a private meeting and they will be offered this opportunity. Parents will be provided with a copy of the IEP. The child will take part in the review process, if this is deemed appropriate. Pupil Progress Meetings also take place termly between the Principal, Vice-Principal and class teacher where children on the SEND Register are discussed if appropriate progress has not been achieved and suitable interventions are then put into place.

9. Referral for Statutory Assessment towards an Education Health Care Plan

9.1 In a minority of cases the action taken to meet the child's needs at SEND Support may not be substantial enough for them to make any progress. At this point discussions would take place with the parents/carers, schools Educational Psychologist and any external agencies working with the child and a decision made as to whether to refer the child for a Statutory Assessment by the L.E.A.

9.2 When the school makes a request for statutory assessment to the L.E.A, a child will have demonstrated significant cause for concern.

9.3 A detailed assessment is made of the child forms are completed to be sent to the L.E.A. These includes:

- SEND Provision Matrix
- School Referral Form
- A Family Conversation

Child's details

Health details

Social Care details

Family composition

Information about the young person

- Child's Views
- Professional Reports

- 9.4 Having received all the advice the L.E.A will decide whether it needs to issue an Education Health Care Plan (EHCP). If the L.E.A decides that an EHCP is not necessary it will notify the parents and the school giving reasons. Parents then have the right to go to mediation and/or appeal against this decision. If the L.E.A decides that the child's learning difficulties are severe enough to warrant additional help an EHCP will be written and implemented.
- 9.5 Parents can request a Statutory Assessment and the school then has two weeks to complete the form. It is best to liaise with the school and make this referral together.

10. Education Health Care Plan

- 10.1 An Education Health Care Plan will include the following:
- Personal Details
 - Status of the Plan
- A: All about Me
- What the professionals think
- B: My special educational need
- C: My health needs that relate to my SEND
- D: My social care needs that relate to me SEND
- Summary of Needs
- E: Outcomes and provision
- F: Special educational provision
- G: Health provision
- H: Social care provision
- I: Placement
- Looking forward
- J: My personal budget
- Monitoring and review of my plan
- K: The advice and information used in my plan
- 10.2 The SENCo and class teacher co-ordinates the support for EHCP pupils. IEPs are devised and reviewed termly in consultation with the class teacher, teaching assistant parents/carers, pupil and other specialist support agencies that may be involved. The SENCo has regular contact with the pupil.
- 10.3 The support provided by the teaching assistant may be 1:1, group or class support, dependant of the needs of the child.
- 10.4 In addition to termly IEP reviews the EHCP pupil has an annual review. This includes a meeting with all parties involved to assess progress during the last year and to plan for the following year. This review follows an Agenda and Pro-Forma set out by the L.E.A. Dates for Annual Reviews are set up in September for the academic year commencing. All parents / carers and outside agencies involved with the child are informed of these dates. Annual Reviews follow a 'Person Centred' approach.

11. Liaison

11.1 Parents / Carers:

Partnership with parents / carers plays a key role in promoting a culture of co-operation between them and school. All parents / carers of children with Special Educational Needs and Disabilities will be treated as partners. Carers as parents are equally as important. When the class teacher has a concern about the pupil it is equally important that they contact parents and carers at the earliest opportunity. Parents and carers are encouraged to support and work with their children at home in the implementation of the IEP.

11.2 External Agencies: See Appendix 1 for names.

The SENCo and School liaise with many external agencies:

- Special Educational Needs Disability Assessment and Review (SENDAR)
- Specialist Teacher Support (STS)
- Integrated Disability Illness Service (IDS)
- Educational Psychologist
- Clinical Psychologist
- Physiotherapist
- Occupational Therapist
- National Health Service (NHS)
- Compass
- Speech and Language Therapy Service
- SEN and Disability Information, Advice and Support (SENDIAS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Early Help
- Single Point Entry CAMHS / Reach
- North Warwickshire Dyslexic Association
- Sycamore Counselling Service
- Social Services
- Looked after Children
- Local support group information (ADHD / ASD)
- Virtual School's Team
- MASH Team

11.3 Schools:

The majority of pupil's transfer from our nursery unit and transfer to St Thomas More R.C. Secondary School

Liaison takes place between any other nursery units and secondary schools dependent on the intake and transfer needs, which varies from year to year.

The SENCo's meet in the Summer Term to share information and pass on records.

Children with S. E. N.D. visit St Thomas More Secondary School and any other schools. They take part in transition programmes and are introduced to a Link Log Book. Talking Diaries are used if deemed appropriate. The Holy Spirit Multi Academy Individual Plan is produced for all Education Health Care Plan children.

The EYFS leader liaises and visits our nursery and any other nurseries to meet the new intake children and discuss and identify and SEND. Children visit the reception unit.

Transition plans are set up if deemed necessary.

11.4 Academy Committee SEND Governor: See Appendix 2 for name.

The school has one S.E.N.D. Governor.

The SENCo meets with him as appropriate to share information.

11.5 Teaching Assistants: S.E.N.D. Support

See Appendix 4 for name.

Teacher Assistants (S.E.N.D.) support EHCP children in the school on one to one, in class, or in S.E.N.D. groups of which they are a part. The class teacher and SENCo liaise with them on a regular basis to discuss the children's needs, set and review targets, to plan work, share ideas and discuss resources.

- 11.6 Pupils:
The school will work to ensure that pupils are fully aware of their individual needs and the targets in their IEPs. Steps will be taken to involve pupils in decisions, which are taken regarding their education, including contributing to the Impact and Evaluation of Intervention sheets termly.

12. SENCo / Inclusion Manager Responsibilities

12.1 Core Purpose

- To provide subject leadership and management of Special Educational Needs and Disabilities.
- To provide a high quality educational experience for all children

12.2 Specific Responsibilities as Inclusion Manager / SENCo

In addition to the job description for a qualified teacher the SENCo will undertake the following duties and responsibilities:-

- The Inclusion Manager will fulfil the role of the SENCO
- Keep SEND register up dated regularly
- Support staff in identifying the needs of children matched to targeted intervention
- Train T A's to deliver targeted intervention
- Manage interventions and develop alternative teaching strategies and individual programmes when necessary
- Monitor delivery, resourcing and recording of targeted intervention
- Maintaining and updating all records on inclusion
- Measuring the impact of intervention of pupil progress and adjust intervention when necessary
- Attend Pupil Progress meetings as deemed necessary
- Support staff in setting personalised targets on IEPs and reviewing their effectiveness
- Meet regularly with Principal, Vice-Principal, Teachers and Teaching Assistants
- Manage and Chair Annual Review Meetings
- Liaise with external agencies
- Be aware of Child Protection and Safeguarding Issues
- Make referrals for EHCP as deemed necessary

12.3 Other Professional Requirements

- Establish and maintain effective working relationship with professional colleagues and parents / carers.
- Participate as required in meetings with professional colleagues and parents / carers.
- Be aware of the need to take responsibility for your own professional development.

13. Principal's Responsibilities

The Principal will ensure that all teachers and non-teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for children with S.E.N.D.

- 13.1
- The day to day implementation of the S.E.N.D. Policy within the school.
 - Working closely with the Inclusion Manager / SENCo.
 - Liaise with Academy Committee, staff, parents / carers, outside agencies, transfer school and L.E.A.
 - Implementation and development of S.E.N.D. policy and practice.
 - Responsibility during statutory assessment procedures.
 - Development and monitoring of S.E.N.D. on the School Development Plan.
 - Identify in-service training needs incorporating them into staff development.

14. The Holy Spirit Catholic Multi Academy Committee Responsibilities

- 14.1 The Academy Committee has important statutory responsibilities towards pupils with Special Educational Needs and Disabilities. The Academy Committee will:
- Do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities
 - Ensure that when a pupil has Special Educational Needs and Disabilities, those needs are made known to all that are likely to teach them
 - Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have Special Educational Needs and Disabilities
 - Draw up and report annually to parents on the implementation of the school's policy for pupils with Special Educational Needs and Disabilities
 - Ensure that the pupil joins in the activities of the school together with pupils who do not have Special Educational Needs and Disabilities, so far as this is reasonably practical and compatible
 - Ensure that the allocation of funding adequately reflects the school's needs and meets all statutory requirements
 - Have regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disabilities
 - Ensure that parents are notified of a decision by the school that S.E.N.D. provision is being made for their child
 - Ensure that S.E.N.D. provision is an integral part of the school development plan
 - Ensure that all Academy Committee especially the S.E.N.D. representative is up-to-date and knowledgeable about the school's S.E.N.D. provision, including how funding, equipment and personnel resources are deployed
 - The quality of S.E.N.D. provision is continually monitored

15. Class teacher's Responsibilities

All teachers are teachers of children with Special Educational Needs and Disabilities.

Therefore all staff have a responsibility for pupils with Special Educational Needs and Disabilities.

Responsibilities include:

- Early identification of an individual pupil's difficulties. Identification of those children whose academic, physical, sensory, social, emotional or mental development is giving cause for concern.
- Early and regular liaison with the SENCo.
- Differentiation of delivery and task to meet pupil's need.
- Planning of IEP targets with the children, teaching assistants and reviewing as necessary.
- Regularly monitoring pupil's progress and ensuring records are current and comprehensive.
- Directing the Teaching Assistants (S.E.N.D.) to ensure their support is effective.
- To be aware of S.E.N.D. policy and its implementation actively seeking the involvement of pupils and parents / carers.
- Liaise with Principal, Staff, Transfer School and outside agencies.

16. Teaching Assistant (S.E.N.D.) Responsibilities

- The school through L.E.A funding appoints Teacher Assistants (S.E.N.D.) to support individual pupils with a statement / EHCP of Special Educational Needs and Disabilities for a given number of hours each week. They support pupils as long as the pupils remain at our school.

- The Assistants work with individuals or small groups under the guidance of the SENCo and class teachers primarily supporting pupils who have EHCP, but also pupils at SEND Support.
- The Assistants follow the stated child's IEP and implement work to match the set targets. They keep any relevant notes and contribute to IEP and Annual Review Meetings.

17. Budget Allocation

- 17.1 The school S.E.N.D. budget, delegated budget and EHCP budgets are set on an annual basis. It will as far as is reasonably practical, be used to fund:
- Part-time SENCo
 - Teaching Assistants (S.E.N.D.)
 - S.E.N.D. resources
 - Purchase of any support from external agencies (Educational Psychologist / Speech and Language / Early Intervention Service / Specialist Teacher Service)
 - Courses and training

18. Evaluating and Monitoring Success

- 18.1 This school policy will be kept under regular review. The Academy Committee will gauge the success of the policy. In addition evidence will be gathered regarding:
- Staff knowledge of individual pupil need
 - Pupils having good self-image, high self-esteem and increased confidence
 - All pupils having full access to the National Curriculum
 - Pupils having achieved targets set in termly IEP
 - Termly assessment results
 - End of year / Key Stage results
 - Value-added as compared with KS1 intake results
 - Reduction of number of pupils on S.E.N.D. Register
 - Success of the identification process at an early stage
 - Academic progress of pupils with Special Educational Needs and Disabilities
 - Improved emotional state of the children, where this is appropriate
 - Pupil attendance
 - Number of exclusions
 - Consultation with parents
 - Number of pupils moving between stages
 - Pupils' awareness of their targets and achievements
- 18.2 Monitoring and evaluations will be carried out through regular testing, assessments, observation and meetings between Class Teacher, Principal, Vice-Principal, Teaching Assistants and SENCo. IEPs will be reviewed termly. Monitoring of intervention will take place between SENCo and Teaching Assistant and reports emailed out to all staff. Impact and Evaluation of Intervention sheets will be completed termly to assess progress and plan for further intervention programmes.
- 18.3 The S.E.N.D. Register is kept on the SIMS Administration System. It is reviewed annually in September and is then amended as and when necessary throughout the year.

19. Inclusion of Pupils with Disabilities

- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to an inclusive education at Our Lay and St Joseph Catholic Academy.

20. Complaints Procedure

The procedure for managing complaints is:

Parents wishing to raise concerns about their child should make an appointment with the Principal, Class Teacher or SENCo. If the matter is not resolved, the S.E.N.D. complaints procedure is in line with the school's complaints procedure, details of which are available from the Principal.

Appendixes:

Appendix 1: External Agencies

Special Educational Needs Disability Assessment and Review (SENDAR)	Lynne Udell
Specialist Teacher Support	Tina Partridge
Integrated Disability Service (IDS)	
Educational Psychology Service	
Clinical Psychologist	CAMHS team
Speech and Language Therapy Service	Heather Kurchal
Early Help	
Physiotherapist Parent	
Occupational Therapist	
SENDIAS (Kids) SEN and Disability Information, Advice and Support	
Ethnic Minority and Traveller Achievement Service (EMTAS)	
Virtual Schools Team	
Educational Social Worker	
Social Services	Duty Officer Rota
National Health Service (NHS)	
Single Point Entry CAMHS / Reach	
Compass	

Appendix 2 : S.E.N.D. LAC Member

Ollie Bath

Appendix 3 : SENCo / Inclusion Manager

Jill B Thomas

Appendix 4 : Teaching Assistants (S.E.N.D.)

Emma Knight
Rachel Wheeler
Andrea Wain
Victoria Stringer
Helen Freegard
Agi Smilek
Helen Brown

Effective From: November 2018
Review Date: November 2019