



# Special Educational Needs and Disability Policy

Committee Name:	Curriculum Committee
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Person responsible:	SENCO

## Mission Statement

As a Catholic school we endeavour to create a living and caring Christian community, where we aspire to ignite within everyone the light of Christ.

We strive to:

- i) Educate the whole person to their full potential: spiritually, morally, academically, emotionally, socially, culturally and physically.
- ii) Respect, love and value ourselves and others as unique individuals and children of God.
- iii) Encourage everyone to pray and develop a deeper personal relationship with God.
- iv) Support parents and carers as the first educators of the child.
- v) Enhance the essential relationship between the school, family and parish.

Our mission can be summarised in three key words: compassion, challenge and excellence, bringing children to Christ through education.

## Purpose

At St Fidelis Catholic Primary we want to ensure that all children have the same opportunities and barriers to learning and participation are removed along the way. Inclusion is a human rights issue. It requires us to give all our children and young people the right opportunities to enjoy and benefit from an appropriate education, value each other's contribution and develop life-long positive attitudes to diversity.

## St Fidelis – A Rights Respecting School

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 23: Children with a disability have the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

## Broad aim

St Fidelis is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- ethnic minority groups
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- more able and talented children;
- children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.

This policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

### **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report which outlines the school's provision for children with SEN.

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEN is categorised in two ways: either children are identified as being SEN support or else they will have been awarded an EHC plan by the local authority.

**SEN support** describes the support made for a child where there are more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to their current needs. In identifying a child as needing SEN support, the SENCO works with the class teacher, other school adults and parents in carrying out a clear analysis of the pupil's needs. A child identified as SEN support will be recorded as such on the school's information management system. Parents are informed that their child is to be provided with SEN support and a pupil passport can then be jointly created by the SENCO and class teacher, with a copy provided for parents every term.

An **education, health and care (EHC) plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

## **The kinds of SEN that are provided for within St Fidelis include:**

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

Further information about SEN at St Fidelis can be found in the SEN Information report which is available on the school website.

## **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. The SEND Code of Practice refers to learning difficulties covering a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

### **i) Moderate learning difficulties (MLD)**

Children with MLD will have attainment significantly below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

### **ii) Profound and multiple learning difficulties (PMLD)**

Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. These children may communicate by gesture, eye-pointing, or symbols and require a high level of adult support, both for their learning needs and also for their personal care.

### **iii) Severe learning difficulties (SLD)**

Children with SLD are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. These children have significant intellectual or cognitive impairments. They may also have difficulties in coordination, perception and the acquisition of self-help skills.

### **iv) Specific learning difficulties (SpLD)**

SpLD affects one or more specific aspects of learning. The term refers to conditions such as dyslexia, dyscalculia and dyspraxia. Children with SpLD have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Children may also have problems with short-term memory, organisational skills and coordination. Children with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.

## **Sensory and physical needs**

Children with sensory and physical needs includes those with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), which involves a combination of vision and hearing difficulties.

## **Social, emotional and mental health difficulties (SEMH)**

Children with SEMH can display these difficulties in many ways such as being withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health issues such as anxiety, depression, self-harming, substance misuse, eating disorders or unexplained physical symptoms. Other SEMH disorders include attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and attachment disorder.

### **i) Attachment disorder**

Early experiences of neglect or abuse in babies causes attachment disorder in which the child will lose trust of others and will shy away from making a serious connection with acquaintances or family, sometimes even causing excessive friendliness and inappropriate approaches to strangers in older children.

### **ii) Attention deficit disorder (ADD)**

Attention deficit disorder describes a persistent pattern of inattention more frequent and severe than is typically observed in individuals of a comparable level of development.

### **iii) Attention deficit hyperactivity disorder (ADHD)**

Attention deficit hyperactivity disorder is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

## **Speech, language and communication needs (SLCN)**

Pupils with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, they have difficulty understanding what is being said to them or they do not understand or use social rules of communication. The child may have a combination of these needs and this profile of needs may change over time.

### **i) Autistic spectrum disorder (ASD)**

Pupils with an ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination.

## **Roles and responsibilities**

At the time of writing this policy, the **SENCO** is Kezia Sargent. The SENCO works with the headteacher, Mark Hannon, and SEN governor, Fatima Melder, to determine the strategic development of the SEN policy and provision in the school. The SENCO also:

- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advises on the graduated approach to providing SEN support.
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Works with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensures the school keeps the records of all pupils with SEN up to date including the central running record.

### **The SEN governor:**

- Helps to raise awareness of SEN issues at governing body meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Works with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher:**

- Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents**

We believe that parents, as the first educators of the child, are key to the development of the child. Where a concern may arise, an early discussion would take place with parents gain a global view of the child in terms of their history and development to this point. These conversations will make sure that:

- We take into account the parents' concerns.
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

The school will formally notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of assess, plan, do, review as outlined in the SEND Code of Practice.

A clear analysis of the pupil's needs will be drawn from:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behavior.
- Other 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.
- Advice from external support services, if relevant.

A termly SEN information meeting held in school and attended by the SENCO, headteacher, deputy headteacher, teacher and support staff who work in each year group takes place. The needs of each pupil with SEN are discussed, as well as the future outcomes sought, the support provided, and any teaching strategies or approaches that are required. By meeting as a group, all views can be shared and the effectiveness of the support and interventions evaluated specifically relating to their impact on the pupil's progress.

### **Supporting pupils moving between schools or between phases of education**

We will share information with the school or other setting the pupil is moving to. This will include reports received from outside agencies, school reports and details of targets.

Transition will be different for different children. For those children joining the school Nursery a home visit will be carried out. For children joining Reception who have not attended the school Nursery, a home visit or visit to their pre-school setting will take place.

For those children in year 6 coming to the end of their primary career, the school welcomes colleagues from secondary schools to come and meet with pupils who are transferring to their school during the summer term.

For children where a special educational need has been identified, the SENCO will attend the transition day hosted by the local authority to ensure that key information is passed on. In all other instances, SEN paperwork will be passed on to schools at the point of transition.

Within school, whether it is moving to a new year group or moving on to a new phase of education, the school puts in place activities to support the child's transition, making time for children to share and air any worries they may have.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This is differentiated for individual pupils. The following list includes other strategies which may be used at St Fidelis:

### **Bereavement Counselling**

Some children may suffer loss at some time during their time at St Fidelis. The school has a Teaching Assistant who is trained in this area. If parents feel that a child would benefit from this type of counselling, sessions are planned according to each individual situation and typically take place over 12 weeks.

### **BLAST!**

This time limited intervention for speech and language runs in the Nursery for 6 weeks. Using a range of strategies, including rhymes and songs, its aim is to help children to develop a wider vocabulary as well as other social skills including turn taking.

### **BLAST2!**

This is the Reception version of the speech and language intervention which runs in Nursery and which, this time, is targeted for the children who need support in this area the most.

### **Checklist**

Some children find it difficult to remember some of the tasks which are asked of them on a daily basis. A simple visual checklist which contains a few simple instructions can help a child to become better organised and take some ownership of their own learning.

### **Circle time**

Circle times are a useful way of addressing social issues within a class. By anonymising the issue and using the phrases, "Some people...", or "Someone...", it takes away blame from the situation and allows for honest discussion to take place.

### **Coloured overlays**

Some children find the whiteness of paper too glaring and this can have an impact on their ability to read fluently. Coloured overlays can be used to take away this glare and help the child to access the text.

### **Enlarged font**

Where a child may have a visual impairment, making the typeface larger on a text will be helpful. Further resources can be borrowed from the visual impairment service.

### **Folders system**

Having a folder system where a child can take responsibility for their next task is useful in promoting independence.

### **Individual seating/workstation**

Some children will struggle to sit with others, whether it is whilst on the carpet or at a group table. Therefore providing a child with an individual carpet square to sit on or a separate place to sit and work within the class can have positive effects as long as the child is then able to return to work with others as a group at other times.

### **Intervention sheets**

Intervention sheets are completed by Teaching Assistants and are a useful way of measuring the progress made during the time the intervention has been running and deciding on the next steps for those who were part of that group.

### **Play and Sand Therapy**

Our Teaching Assistants for Emotional Support are trained in both sand and therapeutic play. The school has a fully resourced room, St Jude's, where children can have time away from the busy school day to share and talk through any worries they may have.

### **Pre-teaching vocabulary**

The number of words used in a classroom can be overwhelming. For some children, learning new vocabulary can be a challenge. Pre-teaching vocabulary is a useful way of introducing new words to a child before they are part of a taught lesson with the whole class.

### **Provision maps**

These maps track the interventions being run for the children in each class and should be visible in every classroom and updated termly.

### **Pupil passports**

School is a busy place and every child meets a number of school adults every day. So that children's strengths and difficulties are understood by all, the pupil passport includes details of these and is shared with all staff as well as with the staff from Jacqueline's Gems breakfast and after school club. A template of a pupil passport follows this policy.

### **Question cards**

Question cards are a useful way of encouraging a child, who may otherwise prefer to be passive in lessons, to try to answer or contribute in class.

### **Scaffolding**

Scaffolding is used across the school to help children to become independent writers. By providing some words, phrases or a structure for the child to follow, the child will gain a sense of achievement on completion of the scaffold while learning the conventions of writing at the same time.

### **Social stories**

Social stories help children to cope and understand social situations which otherwise they may find a challenge. The story should address the issue faced, explain how it is important and its impact on others. Used correctly, these stories should enhance the children's understanding of social situations and social encounters in their lives and help them to be more active participants in life's routines and activities.

### **Time**

Some children may need to have an extra bit of time to think about their answer before saying it out loud. Consider posing a question and tell a child you will be coming to them for their contribution, but not immediately. This will give them time to formulate their response.

### **Timers**

A timer, whether sand or digital, is a useful resource in helping children to understand how much time they have for a particular task.

**Visual timetable**

We all like to know what is happening next and to help with this every class should have a visual timetable on display which shows the lessons which will take place during the day. This is used most effectively when the subject card of the lesson which has just been taught is removed straight after, so it is really clear to the children of what is happening next.

**Word mats**

Spelling can be a challenge for some children. A word mat which includes high frequency words, topic words and other key vocabulary is a useful prompt for some children to use.

## **Evaluating the effectiveness of SEN provision**

The school is always keen to evaluate the impact of its actions including in the area of SEN. Some of the ways the effectiveness of provision for pupils with SEN is evaluated are by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions after a specified number of weeks.
- Using SEN surveys for parents.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEN or EHC plans.
- Seeking the views of external visitors to the school e.g. School Progress Adviser, Challenge Partners etc.

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips with adaptations made as needed. No pupil is ever excluded from taking part in any activity because of their SEN or disability.

## **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all school groups.
- Mindfulness is a key part of our curriculum with weekly meditation timetabled for all children.
- Every year children from years 3 to 6 complete the GL Pupil Attitudes to Self and School survey which gives the school an understanding of how the child is feeling towards their learning and towards themselves as a learner. This is often a good indicator in identifying those children who could benefit from some form of emotional support.
- Circle times are used to address class issues in a sensitive way.
- Every two years, the NSPCC visits the school and delivers assemblies for children from Reception to Year 6 to share the 5 types of abuse as well as to remind the children about what to do if they are worried and who they can talk to. The school makes use of the NSPCC resources, such as the PANTS campaign, to help children to understand how to keep themselves safe.

## **Working with other agencies**

The school welcomes the expertise from professionals from outside agencies in understanding a child's strengths and needs to a fuller extent. The school works with professionals from the local authority and health service including Educational Psychologists, Speech and Language and the ASD Advisory Team. Where these professionals are involved with a child, parents will be kept fully updated with regards to their involvement from the school's perspective.

## **Contact details of support services for parents of pupils with SEN**

The school employs a social worker, Mia Weatherill, who works at the school one morning each week. Parents who may need advice around parenting or other home issues are invited to contact the school office to make an appointment to meet with Mia.

### **Concerns about SEN provision**

Any concerns about SEN provision in our school should be made to the class teacher in the first instance. If, after this meeting, the concern is still felt then the issue will be referred to Kezia Sargent, SENCO or after that to Mark Hannon, Head Teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.



## Initial Concerns Form

Name of pupil:

Year:

Date:

Class:

Summary of concern(s)	Views of Parents

Potential barriers to learning	Actions to remove barriers and support child	Outcome of actions

Expected Outcomes	By:	Agreed Actions:

Review Date and Time:	     
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# Pupil Passport

*Insert photo here*

Name of pupil:

Year:

Date reviewed:

Class:

What we like and admire about [Name]	What is important to [Name]

[Name]'s needs	How we can support [Name]

[Name] is at SEN support level on the SEN register for [insert needs here].

Target	Strategies to use at home	Strategies to use at school	Review comments (March 2018)