

St Cuthbert's C of E Academy Infants and Pre-School**Special Educational Needs and Disabilities Policy**

Date ratified by Governing body	21st November 2022
Authorised by Chair of Governors	C Raphael
Review date	November 2023

Philosophy

At St Cuthbert's C of E Academy Infants and Pre-school we believe children have the right to learn and teachers have the right to teach in an atmosphere free from disruption and poor behaviour. To help us achieve this we strive to create a caring Christian ethos where everyone is valued. We have chosen six Christian values which underpin school life.

These are:

- Friendship
- Love
- Respect
- Honesty
- Forgiveness
- Courage

Introduction

This policy was reviewed and updated in line with the Special Educational Needs Disability (SEND) Code of Practice (January 2015) and in conjunction with school stakeholder.

St Cuthbert's C of E Academy Infants and Pre-School we seek to meet the needs of all pupils. Our SEND policy reflects our educational philosophy of being an inclusive school and that we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils and high quality resources. We aim to identify barriers to learning so that all pupils experience success and aim for all pupils to access a broad, balanced and relevant curriculum. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

Aims and Expectations

- We have a whole school approach to SEND.
- We offer a broad and balanced curriculum which is differentiated to meet the needs and abilities of all individuals.
- All pupils are entitled to experience success.
- To develop all teachers as teachers of SEND, providing training where necessary.
- To identify barriers pupils with SEND may have and endeavour to remove these barriers.
- To ensure the special educational needs of pupils are identified, assessed and provided for, using outside agencies when appropriate.

- To identify the roles and responsibilities of all staff in providing for pupils' special educational needs.
- For all pupils to reach their full potential, we have high expectations for all pupils.
- We develop and maintain partnerships and high levels of engagement with parents/carers.
- To involve pupils in decisions about how they should be supported, where possible.
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This policy will contribute to achieving the schools aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

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

This policy also complies with our funding agreement and articles of association.

Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Our school uses the definition for SEN and for disability from SEND Code of Practice 2014 which states:

- Special Educational Needs: A child or a young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: many children and young people who have SEN may have a disability under the Equality Act 2010 that is- a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

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

Roles and Responsibilities

The SENCO

The SENCO is Lisa McLaurie

They will:

- Work with the SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have 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
- Provide 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Governors

The SEN Governor is Christine Raphael

Governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Allocate roles, responsibilities and resources to staff to ensure that special needs are met within the school

Class Teachers:

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants.

Each class teacher is responsible for:

- Delivering Quality First Teaching in order to support all children within the class
- To identify children who may have a special need and know the appropriate process to follow
- 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
- To write personal Learning Passport plans termly for pupils on the SEND register, including those with an EHC plan.
- To ensure that the plans are reviewed with the parents and child at least three times a year.
- To provide learning experiences which are appropriate to the needs of the child
- Ensuring they follow this SEN policy

Teaching Assistants:

Under the guidance of the class teacher:

- To work collaboratively with the class teacher and SENCo to plan and carry out activities and learning programmes, informed by available information.
- To keep records of this work, contributing to the annotation of Personal learning Passports and other documentation as appropriate.
- To support children in class or by withdrawing individuals and small groups under the supervision of the class teacher.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Identification, Assessment and Provision

Identification and provision for children with SEND is a whole school matter and we aim to identify children with special education needs as early as possible.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The school use a graduated response approach for the identification and assessment of children with special educational needs, with the support of the Somerset Graduated response Tool. The rate of progress a child makes is carefully tracked and monitored during their time at St Cuthbert's Academy Infant and Pre-School. If their rate of progress is slower despite:

- Quality First Teaching
- Appropriate differentiation of learning tasks
- Adaptations to the curriculum and learning environment
- Provision of additional practical or visual resource

- Time limited interventions not having an impact
- The pupils progress continues to be less than expected

The class teacher will refer the child to the school's Special Educational Needs & Disability Coordinator (SENCo) who will investigate the possibility of an undiagnosed special educational need.

Consulting and Involving Pupils and Parents

The class teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record.

Once this information has been gathered, a meeting will be arranged with the pupil, parents, SENCo and professionals, if appropriate, to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including the possibility of adding the child to the school's SEND register to receive SEND support.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

We recognise that, in practice, individual children often have needs across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take to remove barriers to learning. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

SEN Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place. Quality First Teaching remains our response for the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We will follow the gradual approach and four part cycle of access, plan, do, review.

The class or subject teacher will work with the SENCo to 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 or behaviour
- 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

The assessment will be reviewed regularly. 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress – this will be in partnership with the parents and child.

Training and Staff Development

The school supports the training needs for all staff taking into account school priorities as well as professional development. SEND training is a high priority of the school and we strive to deliver this through school inset days, specific training for the whole school or bespoke training for individual children. Particular support is given to Early Career Teachers and other new members of staff.

Our Approach to Teaching Pupils with SEND

All pupils are entitled to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

All pupils with SEND have a Personal Learning Plan. All pupils are tracked and monitored with targets/outcomes to be achieved within a specific timeframe.

We support children in a manner that acknowledges their entitlement to share the same learning experience that their peers enjoy. Where possible, we do not withdraw children from the classroom. There are times, though, when to maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom.

Annual Reviews of EHC plans:

For some children, who's needs are greater than that what the school can normally provide, a child may have an Educational Health Care Plan. If a child has an EHC plan, it must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports may be submitted by the Class teacher, Teaching Assistant and anyone else working with the child. If there are concerns about the progress or changed needs of a pupil, then an Annual Review can be held at any time during the year and more

than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHC plan.

Links with Support Services

External support services play an important part in helping the school identify, assess and make provision for children with special educational needs. We may work with;

- Educational Psychologist – via purchased hours
- Autism and communication Team
- Parent and Family Support Advisor (PSFA)
- Physical Impairment Support Services
- Mendip Partnership School – Outreach support
- Virtual School and Learning Support Team
- Visual Impairment and Medical Support Services
- Hearing Impaired Support Services
- SENITAS
- Education Welfare Officer
- Integrated Therapy Services - Speech Therapy, Occupational Therapy, Physiotherapy
- School Nurse
- Children's Social Care
- CAMHS – Child and Adolescent Mental Health Service
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The parent permission is always sought before a child is discussed with outside agencies.

Admission arrangements

No child will be refused admission to the school or given a lower priority than other applicants solely on the grounds of Special Educational Need and/or Disability. If St Cuthbert's Academy Infants School is deemed to have appropriate provision, any child, including a child with an Education Health Care (EHC) plan, will be treated fairly on the basis of the school's published admissions procedures. Please see the school website for the Admission policy.

Links with other Mainstream schools – transitions

Advanced planning for pupils in Year 2 is essential to allow a smooth transition to their next setting. The SENCo will liaise with the SENCo of their next school to ensure that effective arrangements are in place to support pupils at the time of transfer. This process is currently very fluid, as the school currently employs the same SENCo as St Cuthbert's Junior school. At St Cuthbert's Academy Infants and Pre-school we make transition plans for all children placed on the SEN list which includes additional visits to meet staff at the Junior School and to tour the building.

Some children may have an identified SEND need before starting Reception Class. This may result in a School Entry Planning meeting with parent/careers and professional supported by the Local Authority Early Years SENCO, to identify needs and support to plan a smooth transition to school.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Pupil Information regulation 2000.

Monitoring and Evaluating

- The SENCo monitors the needs and provision of children with SEND in the school.
- The SENCo provides staff and the SEND Governor with regular summaries of the impact of SEND provision.
- The policy is reviewed annually and ratified by the governing body whom consider any amendments in light of the above monitoring.
- The SEND Governor, and if necessary the SENCo, reports the outcome of the SEND Report to the full governing body.

Complaints Procedure

If parents are concerned about the provision for their child, they should discuss this with the class teacher and/ or SENCO. If the complaint is not resolved, then parents should refer to the schools complaint policy.

St Cuthbert's C of E Academy Infants and Pre-Schools' SEND information report

Further information on arrangements for supporting pupils with SEN can be found in the School's SEND information report which can be accessed the school website. Our School's SEND information report forms part of the local authority's Local Offer, and provides information for parents/carers on SEN services.

Links with other policies

This policy links to the following policies:

- Accessibility Plan
- Child protection and safeguarding policy
- Behaviour policy