



## SEND POLICY

*To love, to serve and  
learn.*

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,  
respecting everyone's gifts.

## Rationale:

At St Edward's Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We develop a caring, Christian environment to help all children flourish and feel safe. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, such as:

- girls and boys,
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to:

- sensory or physical impairment
- learning difficulties
- emotional or social development
- factors in their environment, including the learning environment they experience in school.

These barriers fall under the SEND Code of Practise (Section 5.32) categories of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory/and or Physical Need (Sensory/Physical)

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St Edward's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. St Edward's sees the inclusion of children identified as having special educational needs as an equal opportunities issue.

The SEND Governor is Mrs Christine Cornes.

### Recent Changes:

The Children and Families Act 2014 came into force from the 1st September 2014. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Those children with the most complex needs can now apply for an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Halton's SEND Local Offer website. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Halton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### The Role of the SENCO:

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational need.
3. To continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEND
6. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
7. To involve parents/carers at every stage in plans to meet their child's additional needs.
8. To involve the children themselves in planning and in any decision making that affects them.

### Arrangements for coordinating SEND provision:

- The SENCO will be alerted to newly arising concerns through discussion with staff members.
- Targets arising from support plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO monitors planning for SEND children, in the classroom setting and in intervention groups.
- The SENCO monitors the quality and effectiveness of provision for children with SEND through classroom and small group intervention observation.
- SEND support for 'School Concern' children is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by experienced and trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support for individual children is funded through Enhanced Funding from the LA.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- Each class has an SEND file in which to keep SEND documentation such as Class Concerns list, support plans, Provision map, trackers etc.

### Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN watching** provision
3. Additional support through **SEN Support** provision

We follow the **Graduated Response** approach to identifying which children are **likely to progress to further waves of support**.

### **Differentiated Curriculum Provision:**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

### **Wave 1 - Quality First Teaching**

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others

### **Wave 2 intervention**

Wave 2 intervention will involve the child being supported in the classroom setting by a TA, either individually or within a group to access the differentiated curriculum.

*Where a period of differentiated curriculum support interventions have not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, pupils will be supported through Wave 3 intervention.*

Wave 3 intervention will involve the child working outside the classroom setting to engage in small group targeted work or specific work planned by the teacher for a set time period; designed to close any gaps in learning. **All pupils at Wave three will have a support plan, which follows the Assess, Plan Do, Review cycle.**

### **Wave 3 intervention**

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO and the TA.**

The child's progress will be **reviewed** during and at the end of intervention and a decision made about whether the child is making satisfactory progress at this level of intervention.

For adequate progress, the child must:

- Close the attainment gap between the child and their peers
- Have progress similar to that of peers starting at the same attainment baseline, (but may be less than the majority of peers)
- Match or better their previous rate of progress
- Demonstrate an improvement in self-help or social or personal skills
- Demonstrate an improvement in behaviour

**Monitoring** will be carried out regularly. Assessments will be done pre-intervention and after a set period of time the progress will be measured against post-intervention assessments.

Support Plans will be reviewed each term, although some children may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period.

If the child continues to have significant needs which are not being met by current interventions, the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child.

The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. These specialist services may include, but not exclusive to:

- The Educational Psychology Service.
- Woodview Child development Centre.
- The SEND Support Service.
- Speech and Language Therapy Specialists.
- Halton's Behaviour Support Team.
- Hearing and Visual Support Services.
- Ophthalmic Clinic.
- CAMHS

### **Educational Health and Care Plans:**

If a child has lifelong or significant difficulties they may undergo a **Statutory Assessment Process** which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an **Education, Health and Care Plan** will be taken at a progress review.



The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and **reviewed** at least annually by staff, parents and the pupil. The **annual review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### Arrangements for partnership with parents/carers:

- Staff and parents/carers will work together to support children identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- Support Plan targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- All Support Plans and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

#### Inclusion Principles:

- Staff at St Edward's value children of different abilities and support inclusion.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis.

#### Arrangements for providing access to learning and the curriculum:

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate.
- Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

#### **Admission arrangements:**

- Children with additional educational needs or disabilities are considered for admission to the school on exactly the same basis as for children without additional needs.
- Prior to starting school, parents/carers of children with an Education, Health and Care or an EHC pending will be invited to discuss the provision that can be made to meet their child's identified needs.

*Policy to be reviewed in line with changes to National Guidelines.*