

# ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY

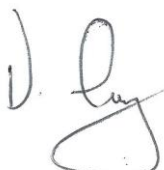


*Christ with me wherever I go,  
Christ around, above, below.*

## POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

**To be reviewed January 2024**

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This policy was adopted by The Governing Body of St. Patrick's Catholic Voluntary Academy		
Date: Jan 2023	Signed: 	To be reviewed: Jan 2024

## **MISSION STATEMENT**

St. Patrick's Catholic Voluntary Academy, together with home, parish and local communities, works to maintain a happy, secure, stimulating and welcoming environment, enhancing children's learning and celebrating the achievement of everyone. We achieve this through living the gospel values based on acceptance, affirmation, love and respect.

We seek to recognise, develop and celebrate all that makes us fully human through an ever deepening relationship with God and each other, firmly rooted in the teaching of Jesus Christ and nourished through prayer and worship.

We value co-operation, openness and trust, leading to the growth of confidence, appreciation of all our gifts, culminating in a sense of self-worth, responsibility and true belonging.

In the spirit of equality, we will strive to help all children achieve their full potential, working towards excellence as an expression of personal dignity and fulfilment.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Keeping Children Safe in Education
- The Governance handbook
- School Admissions Code

This policy was written by the school's SENDCO, Mrs Mary Leach, in liaison with the SEN Governor, Senior Leadership Team and staff.

### **1. Aims and Objectives**

Our Special Educational Needs and Disability Policy aims to ensure our school fully implements national legislation and local guidance regarding pupils with SEND

(including the SEND Code of Practice (2014), the inclusion guidance in the National Curriculum 2013 and the Local Authority's BERA - Best Endeavors and Reasonable Adjustments)

This policy sets out how our school will:

- Identify, assess and monitor the progress of pupils with SEND.
- Support and make provision for pupils with special educational needs and disability (SEND).
- Provide full access for all pupils to a broad and balanced curriculum.
- Ensure that teachers have high expectations for pupils with SEND and they are supported to achieve their full potential.
- Work closely with parents/carers to ensure they are involved and engaged in decision making.
- Take into account the views, wishes and feelings of pupils.
- Work closely with specialists, agencies and other professionals to ensure pupils with SEND are supported appropriately and effectively.
- Provide advice, training and support for all staff working with pupils with SEND.

Outlines the roles and responsibilities of those involved in providing for pupils with SEND.

#### SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **2. Vision and Values**

At St. Patrick's we consider every teacher to be a teacher of pupils with SEND. We have high expectations and aspirations for all pupils including those with SEND.

We plan and deliver a curriculum which pays due regard to children's different levels of development and ability and to individual children's needs.

We make every effort to achieve maximum inclusion of pupils with SEND. We are committed to meeting the individual needs of all pupils, the provision of the highest quality education for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

### **3. Definitions**

#### **Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

#### **Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### **The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

#### **Support for pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. See also Policy for Supporting Pupils With Medical Conditions 2022.

#### 4. **Roles and responsibilities**

The Headteacher and the governing body are responsible for overseeing the education of pupils with SEND. There is a named **SEND governor** who monitors the school's policy for SEND. This is currently Mr Jack McConnochie. The SENDCO meets with the SEND governor termly. The role of the Governors and SEND Governor is specified in the revised Code of Practice (see appendix B).

The Special Educational Needs and Disability Coordinator (**SENDCO**) is Mrs. Mary Leach.

The representative and advocate for SEND on the Senior Management Team is Mrs Claire Weaver.

#### **SENDCO**

In line with the recommendations in the revised Code of Practice, the SEND Coordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND, including those with EHCPs
- advising staff on a graduated approach and differentiated/adapted teaching methods to providing SEND support
- advising on the deployment of resources from the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, Educational Psychologists, health, education and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- with the Headteacher and SLT, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- with the Headteacher and SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- with the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- ensuring all information is transferred to the next school when a pupil with SEND moves to a new setting
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of pupils with SEND up to date

- prepare and review information for inclusion in schools SEND information report

### **Class Teachers**

**We recognise that all teachers are teachers of Special Educational Needs and Disabilities.** The **class teachers** are responsible for identifying children with potential SEND and for the day-to-day management, progress and development of pupils in their class with SEND, regardless of whether they have an EHCP.

Each Class Teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with Teaching Assistants or specialist services to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision

Each class has a Class SEND File which contains information and advice for supporting pupils with SEND, and information specific to individual children on the SEND support register. Class teachers are responsible for updating Provision Maps and Pupil Portraits.

### **5 Our approach to SEND support**

Pupils on the SEND register will receive additional support and provision according to their needs. We make every effort to achieve maximum integration of pupils with SEND whilst meeting each pupil's individual needs. Where possible, pupils will be supported in their normal classroom setting and will follow the same curriculum as their peers. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. It is the responsibility of the class teachers to adapt the environment, resources and work to ensure children with SEND have access to the curriculum.

Pupils may also be withdrawn from the classroom to take part in smaller focused group or individual interventions. Interventions are planned in blocks of 8-12 weeks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, start a new intervention or to allow a period of consolidation in class.

Currently, the Headteacher has allocated a Teaching Assistant to every class who supports pupils and delivers interventions in addition to assisting the Teacher in

other duties. In addition, some Teaching Assistants are employed to support pupils with EHCPs. When allocating additional TA support to children, our focus is on individual progress and outcomes. We aim to put in appropriate and sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The Class Teacher is responsible for directing the Teaching Assistants in their class. Support for pupils with EHCPs will be in line with provision described in the p

## **5.1 Identification of SEND**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is “different from or additional to that normally available to pupils of the same age” (SEND Code of Practice 2014).

We believe that pupils experiencing difficulties should be identified and their needs addressed at the earliest opportunity thus consider identification in the Early Years and KS1 a priority.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. Class teachers assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings if available. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development, social or SEMH needs.

The triggers for intervention could be the teacher or another’s concerns about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management strategies and pastoral support employed in school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying, bereavement or home issues. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

### **Initial Concern about a Pupil**

If a member of staff has concerns about a pupil an Initial Concern Form should be completed. This will usually be used as a basis for initial discussion with the SENDCO and parents about their concerns. Parents will be asked for their views and any relevant information about their child. The parents' views should be recorded on an Initial Concern Form along with the class teacher's concerns, observations and any other relevant information. This will highlight areas for the teacher to focus on when setting targets. A decision will then be made as to whether the pupil should be placed on the school's SEND register or to continue to monitor. If it is decided that the child does not meet the criteria for placing on the SEND register this will be recorded.

The class teacher will decide on appropriate interventions or adaptations for helping the pupil and it will be the teacher's responsibility to implement them. The class teacher may wish to consult the SENDCO and/or subject coordinators for advice about resources and teaching strategies. Resources necessary for the meeting of a pupil's needs at this stage will be met from those already available within or readily accessible by the school.

## **5.2 The Graduated Approach to SEN Support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.



## **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This is recorded in a ***Pupil Portrait***. Parents will be informed of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. At St. Patrick's we formally review the progress of pupils with SEND at least three times a year. These are usually in addition to parents' evenings but sometimes we combine the two for parents' convenience.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

**Pupil Portraits** - Pupils on the SEND register have a Pupil Portrait which outlines their particular strengths and areas of need.

The Pupil Portrait includes:

- pupil's strengths and areas of need
- long term outcomes
- shorter term targets

- teaching strategies to be used
- additional or different provision
- when the plan is to be reviewed

Pupil Portraits are reviewed and updated termly.

### **5.3 Levels of support**

#### **SEND Support - School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

Sometimes, despite additional support and intervention, pupils do not make the expected progress. In this case the school may request help from an appropriate external agency to gain further insight into the child's needs and advice on additional strategies to help the child. They may provide or recommend more specialist assessments and give advice on interventions or specialised materials. In some cases an outside support service may come to school to deliver an intervention or train a member of staff.

The school will ensure that advice from Specialist Support services is implemented where possible and outside services may be invited to progress reviews.

The provision for these pupils is usually funded through the school's notional SEND budget. If the school feel that the needs of the pupils requires more support than can be provided from the notional budget, the SENDCO will consider making an application to the LA for additional 'Element 3' top up funding.

#### **Removing a Pupil from the SEND Support Register**

If a pupil makes good progress and development and no longer requires additional or different support then the decision may be made to take them off the SEND register but continue to monitor them at Pupil Progress reviews.

#### **Statutory Assessment**

If a pupil's progress continues to be a concern, despite appropriate adaptations to teaching and provision, the school may consider making a request for statutory assessment from the LA if the child meets the criteria specified by the LA.

As outlined in the Code of Practice, 'Where a request for Statutory Assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.'

The school will refer to criteria for proposed statutory assessment and follow the LA procedure for requesting a Statutory Assessment. Parents will always be involved in the decision to request a Statutory Assessment.

The LA will scrutinize the school's submission and will decide whether or not to proceed with Statutory Assessment of the pupil's Special Educational Needs and Disabilities. For the purpose of making a statutory assessment, the LA will seek written:

- Parental advice
- Educational Advice
- Medical Advice
- Psychological Advice
- Social Services Advice

The LA will consider all the advice it receives and decide whether or not to issue an Education, Health and Care Plan (EHC Plan). Initially a draft EHC Plan is produced and there may be a period of negotiation and discussion between the LEA and the parents. When an agreement is reached the final EHC Plan is issued. Parents can be supported by an independent representative throughout the process and interpreters will be provided if needed.

[Family Information | Statutory assessment timescale \(leicester.gov.uk\)](#)

## **Education, Health and Care Plans (EHCPs) and Statutory Reviews**

An EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. On receipt of an Education, Health and Care Plan the school will arrange an initial EHCP implementation meeting. The pupil's class teacher, SENDCO, parents, any other professionals involved with the pupil and the pupil him/herself, if appropriate, will be invited to attend. The purpose of this initial meeting is to ensure the provision described in the EHCP is being implemented in school.

An Education, Health and Care Plan is a legal document which must be reviewed annually. All those involved with the pupil will be invited to attend and/or provide written contributions to the annual review. Recommended amendments and actions are sent to the LA to be incorporated into the EHCP. EHCPs of pupils under 5 years old are reviewed every 6 months.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

## **6. Consulting and Involving Pupils and Parents**

### **6.1 Partnership with Parents/Carers**

The school recognises the importance of working in partnership with parents and carers to achieve effective provision and good progress for pupils with SEND. We are committed to the development of close working relationships with parents and carers.

All staff work to enable and empower parents and carers by:

- Making parents and carers feel welcome
- Ensuring parents can communicate with teachers and staff – ClassDojo, email, telephone, in person
- Encouraging parents and carers to discuss early concerns with their child’s class teacher and/or SENDCO
- Giving parents and carers opportunities to play an active and valued role in their child’s education
- Focusing on the child’s strengths as well as areas of additional need
- Inviting parental attendance and contribution to reviews and arranging virtual meetings and/or interpreters where appropriate
- Keeping parents and carers informed and giving support during statutory assessment and any related decision-making process about SEND provision
- Ensuring parents’ permission is always sought before consulting outside agencies
- Making parents and carers aware of the parent support and advice services including SENDIAS
- Providing information in a ‘parent friendly’ and accessible way

Class teachers and the SENDCO meet termly with parents of pupils with SEND to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents’ concerns and agree their aspirations for the pupil

## **6.2 Involving Pupils**

We recognise that pupils will be more invested and engaged in their provision and support when they are involved in making decisions and choices.

Teachers and Teaching Assistants share pupils' targets with them and encourage them to reflect on their progress.

We try to involve pupils wherever possible in:

- recognising their strengths and achievements
- identifying their own needs
- reviewing and recording their own progress and in setting new targets (where age and developmentally appropriate)
- formal reviews, providing evidence for meetings and attendance at review meetings (where age and developmentally appropriate)

We encourage pupils' involvement in the following ways:

- ensuring all pupils have opportunities to discuss their feelings, worries and difficulties with their class teacher or other key adults
- ensuring children feel confident that they will be listened to and their opinions valued
- providing opportunities for all pupils to reflect on their own and others' strengths and achievements
- discussing the purpose of assessments and tests and sharing the results with the child where possible
- consulting pupils about preferred support strategies and learning materials
- explaining clearly to pupils what additional support is being provided for them and how they can make best use of it
- building opportunities for choice and decision-making into the school day
- supporting parents in recognising that their child has an important role in decision making

## **7. Monitoring and Evaluating the Effectiveness of SEND Provision**

The effectiveness of our provision for pupils with SEND is monitored regularly by the Headteacher, SLT, SENDCO and governors in the following ways:

- Tracking of data from whole school assessments and, where appropriate, more individual assessments
- Tracking pupils' progress towards outcomes and targets
- Monitoring by the SLT and SENDCO of subject planning and delivery, interventions and pupils' work
- Holding annual reviews for pupils with EHC plans
- Feedback from the pupil and their parents
- Reviewing progress with outside agencies
- Movement on the SEND register
- Scrutiny of planning, work sampling
- Observation of Teaching Assistants in class and interventions
- Feedback from teachers and support staff

## **8. Expertise and Training of Staff**

Training will regularly be provided to teaching and support staff. The Headteacher, SLT and SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. Links with External Support Services**

The school recognises that it won't be able to meet all the needs of every pupil and in many instances pupil support and provision is enhanced by outside support services. Whenever necessary the school will work with external support services such as:

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS) which includes:
  - Learning, communication and interaction team
  - Autism support team
  - The Early Years Support Team
  - Social, Emotional and Mental Health Team
  - Visual Support Service
  - Hearing Support Service
- Local Children's Centres and Family Support Teams
- Community Health Services including
  - Children's Speech and Language Therapy
  - Children's Physiotherapy

Family Health Visitors and school nurse  
CAMHS  
Audiology  
GP service  
Community Paediatrician

- Early Help and Children's social care
- Educational Welfare Service
- ADHD Solutions

The school may refer a child to the appropriate health department via the SPOC (Single Point of Contact) referral when medical factors are thought to be affecting a child's learning.

The school will always seek permission from parents/carers before contacting any support service about an individual child.

### **Links with Other Schools/Integration Links**

The SENDCO works with other city SEN Coordinators through termly meetings of the City SENCO network and with SENCOs in the local area through a SENCo Hub.

The SENDCO and Year 6 teacher meet with the SEN Coordinator at English Martyrs Secondary School in the Summer term to ensure that Year 6 pupils' Special Educational Needs and Disabilities are known to them on transfer to KS3. Arrangements may be made to liaise with other secondary schools who receive pupils from St. Patrick's, or schools to which our pupils may transfer, in order to pass on relevant information regarding a pupil's Special Educational Needs and Disabilities.

### **10. Admission Arrangements**

(Refer to the school's Admission Policy for full details of admissions criteria and procedures.)

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Admission criteria relating to Special Educational Needs and Disabilities:

- St. Patrick's will not refuse admission of a child on the grounds that he/she has Special Educational Needs and Disabilities

- Children from outside the catchment area who fulfill St. Patrick's Admission criteria and who have SEND for which this school can support, giving them full access to the curriculum, will be considered for admission where the planned admission limit has not been reached

***There are certain features of the school that may present difficulties when catering for specific needs***

- Three classrooms and the library are only accessible by stairs
- Some areas of the ground floor have been adapted to give access to wheelchairs, however other areas would continue to present difficulties to wheelchair users.

(Please refer to the School's Accessibility Plan for further information)

**Special Provision and Resources for Pupils with SEND**

An audit of the school's building and resources has been carried out and recommendations incorporated into the plans for any new building work. The school now has a disabled toilet, changing area and wheelchair access.

The school has an Accessibility Plan outlining modifications that cover the curriculum, physical access and communication as required by the Disability Discrimination Act 1995 (amended by the SEN and Disability Act 2001).

**11.Complaints about SEND Provision**

Parents are encouraged to discuss any problems, queries, concerns or complaints relating to the provision for pupils with SEND with the school. These may be raised initially with the appropriate member of staff, SENDCO or the Headteacher with a view to resolving the issue. Complaints will be managed in line with the 'Complaints Process' set out within our agreed Complaints Procedures document which is published on our website.

**SEN Tribunal**

If parents disagree with the LA about the way to meet their child's needs they should attempt to discuss this with the LA first. Usually disagreements can be resolved at this stage. If they are still unhappy they can appeal to a Tribunal – an independent body who will consider parental appeals against the decisions of Local Authorities about children's Special Educational Needs and Disabilities. Appeals must be made within 2 months of the decision. Parents can appeal if the LA refuses to carry out a Statutory Assessment, or issue an Education, Health and Care Plan or if they disagree with part of the Plan.



## **12. Monitoring the Success of the School's SEND Policy**

The Governing Body will include information on the implementation of this policy, and on any changes to it, in the annual report to parents. The Governing Body will do its best to ensure the best possible provision for Special Educational Needs and Disabilities in the school using the resources available. Governors are aware of their responsibilities for the education of pupils with Special Educational Needs and Disabilities. The Governor for Special Educational Needs and Disabilities – Mr Jack McConnochie - works closely with the SENDCO.

The Governors evaluate the effectiveness of the education we provide for pupils with SEND annually using the following success criteria:

- Are pupils on the SEND register achieving their targets?
- Is there evidence of individual pupil progress over time?
- Is pupil progress monitored and reviewed each term?
- Are outcomes aspirational and written in accessible language?
- Is the SEND register up to date?
- Is there movement on and off the SEND register?
- Are pupils aware of their targets and longer term outcomes?
- Are parents informed of their child's targets, their progress and any concerns the school might have about their child?
- Do parents feel involved in their child's education and are they satisfied with the provision made?
- Are all teachers and support staff working with pupils aware of their targets?
- Are all teachers aware of their responsibilities?
- Are all teachers and support staff aware of SEND procedures?
- Are resources being effectively used?
- Have sufficient resources been allocated to allow planned support to take place?
- Are SEND issues included in staff development planning?
- Is SEND a key issue in the school improvement plan?
- Are the Senior Management Team involved in SEND issues?
- Have staff undertaken appropriate training to support them to meet the needs of pupils with SEND?
- Does the SENDCO have regular meetings with the governor responsible for SEND?
- Is there an annual review of the School's SEND Policy

### **13. Links with other policies and documents**

This policy links to the following documents

- SEN Information Report
- The Local Offer
- Accessibility Policy and Plan
- (Positive) Behaviour policy
- Equalities Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Procedures

**Mary Leach**  
**SENDCO**  
**Jan 2023**

## Appendix A

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **APPENDIX B**

### **6.2 The governing board/board of trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND link governor is Jack McConnochie

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND Policy and provision in the school

### **6.4 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND Policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
  - Make sure that the SENDCO has enough time to carry out their duties
  - Have an overview of the needs of the current cohort of pupils on the SEND register
  - Advise the LA when a pupil requires an EHC needs assessment, or when an EHC plan needs an early review
  - With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
  - With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
  - With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
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