

**St. Bede's Catholic Infant School**  
**Special Educational Needs and Disabilities (SEND) Policy**

Please read in conjunction with all other relevant documentation e.g. Equality, Inclusion, Behaviour, Risk Assessment, Medical Conditions, Contenance, Manual Handling including Children

|                           |                        |
|---------------------------|------------------------|
| Agreed by Staff           | Autumn 2020            |
| Agreed by Governors       | Autumn 2020            |
| Review Date               | Autumn 2021            |
| COVID-19 Review           | Summer 2020 (Addendum) |
| COVID-19 closure          | January 2021           |
| Signed Chair of Governors | S. Howard              |

**Introduction**

At St. Bede's we celebrate the uniqueness of each individual and recognise the wide range of different abilities that exist. Staff are committed to an inclusive education, ensuring the best possible progress for all children whatever their needs or abilities. The Equality act 2010 specify:

*'However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.'*

The SEND Code of Practice (June 14) states that schools and local authorities must have regard to the views and feelings of children and parents, and for parents and children to participate as fully as possible in decisions and actions relating to the child with SEND.

**Objectives**

- To identify as early as possible those pupils who may have additional educational needs; to assess those needs and put in place strategies to address them.
- To review progress of supported pupils formally each half term as pupil progress meetings.
- To provide the resources for all children to develop to their full potential through provision mapping and personalised learning.
- To provide, through a broad and balanced curriculum, access to the National Curriculum for all our pupils
- To fulfil our legal obligations under the Special Educational Needs Code of Practice and associated legislation
- To involve parents and children at all stages and to inform them of the process involved
- To access all professional services available to us to advise staff, support assessment of pupils and provide direct input where appropriate

**What are Special Educational Needs?**

According to the SEND Code of Practice 2014, SEN is grouped into four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties

- **Sensory and/or physical needs**

**A pupil has SEND where their learning difficulty or disability necessitates special educational provision different from or additional to that normally available to pupils of the same age.**

### **Procedure**

**Reception children are assessed on entry and their initial assessment is recorded to reflect their stage of learning related to Development Matters Profiles. This provides a record of continuous development, which together with parental consultation and a range of school measures gives an early indication if a child may need additional support. Staff make considerations to whether early intervention may be needed and use prior SEND information available from nursery to support the graduated approach.**

**Children starting school with previously identified SEND are supported through an individual Transition process. The relevant plans are put in place as soon as practicably possible in close consultation with parents and other agencies that may already be involved, these may include Initial Concerns and SEPPs (Special Educational Provision Plans). Specific needs are identified on the provision maps to meet the varied needs of children. Children requiring additional support will be identified on our SEND register.**

**If after the first term in school a child is not making expected progress or not reaching their potential, they will be given an initial concern and issues are discussed with the SENCO and child's parents and appropriate actions/strategies are implemented. Parents are consulted and an 'Initial Concern' implemented as appropriate. At this point further investigations may also be made of speech and language etc., as appropriate, and advice followed.**

**During the second term in school all children are re-assessed against the Development Matters and other teacher assessments. Those still not developing in line with expectations are given support at the SEND Support of the CoP which will include a Special Education Provision Plan (SEPP) and support through the provision mapping process. A SEPP involves the SENCO, Class Teacher, TA, Child and Parents. Targets will be shared with parents to allowing support to be in place for the start of Year One.**

**At any point during their school career a child who is not developing in line with expectations and identified by schools continuous monitoring or through parental concerns may be given support through the provision mapping process. Needs will be assessed and any potential barriers to learning will be recognised. The teacher and SENCO will use our individual Personalised Learning Records to plan provision and/or resources for children to access in class. If the children are under achieving, they may access an intervention to meet their needs. If they are still not making the progress expected, we will begin the 'assess, plan, do and review' process beginning with an initial concern. Those children identified as SEND will have their needs met through the targets of a SEPP. Any change of status will be discussed with parents and they will be involved where appropriate with the implementation of the SEPP. Children who are identified as SEND will progress through the Graduated Approach as required, involving external agencies when appropriate (see school website for details on the Graduated Approach).**

Following a period at SEND Support, any child who is still failing to make progress and for whom we feel that we are still not sufficiently meeting their needs, can be referred to outside agencies, e.g. the SEN Service or Educational Psychologist for additional advice. The advice and recommendations suggested by the professionals will be used to form the targets for the SEPP. A graduated approach will be taken by staff to ensure that recommendations made by external agencies are given time to be achieved as advised by Halton's SEN and child psychology Service. At this stage, depending on the level of need it may be appropriate to apply to the LA for top-up funding to provide additional support.

If a child has very complex needs a request for Statutory Assessment may be made, in consultation with the Educational Psychologist, Parents and any other professionals involved. This may lead to an Education Health and Care Plan. Pupils with an Education Health and Care Plan have their Statement formally reviewed annually. Parents and appropriate other professionals are invited and a report sent to the Local Authority.

Children whose behaviour is a cause for concern are monitored and action taken according to the Behaviour Policy.

All special needs records are open to parents who are invited to read and sign them. If parents choose not to attend meetings, copy of paperwork will be posted to the home address.

#### **St Bede's Catholic Infant School Inclusion Charter (Based on the Halton Borough Council Inclusion Charter)**

St Bede's Catholic Infant School as an Inclusive School:

1. Has a shared vision for the whole school;
2. Has high expectations for all pupils;
3. Has a Governing Body that understands and supports inclusive practice;
4. Values and ensures engagement with parents, carers and families;
5. Values and promotes inclusion and diversity;
6. Creates a positive, accessible and welcoming environment

**St Bede's SEND Information Report is available on the school website, as well as on HBC Local Offer.**

#### **Responsibility**

|                     |                      |
|---------------------|----------------------|
| <b>Headteacher</b>  | <b>Miss Coughlan</b> |
| <b>SENCO</b>        | <b>Mrs Bird</b>      |
| <b>SEN Governor</b> | <b>Mrs. Swain</b>    |

## **COVID-19**

From 20<sup>th</sup> March 2020 school was closed to all children except for those vulnerable or children of key worker parents. During the extended time away from school the children received the following:

- Weekly contact via phone/email
- Home learning resources through our school website and school Twitter page
- Home learning books including 'Just Imagine', reading books, Phonics/Grammar workbook, Maths workbook and Home Learning booklet
- Notebook and pencil
- Emailed planning for home learning

All children with EHCPs received further contact from the School SENCO with resources and additional advice.

### **On return to school**

On 22<sup>nd</sup> June 2020 school opened for Reception children and remained open for Key workers and vulnerable children.

From September 2020 children will be returning full-time as proposed by the Government. Prior to this return children will be encouraged to access the school website to use the return to school guidance.

During the Autumn first half term there will be a high focus on the following in accordance with advice from Gov.uk:

- Reception: assessing gaps in language, early reading and mathematics and phonic knowledge and vocabulary
- KS1: phonics and reading, increasing vocabulary, writing and maths

At school this will be addressed through:

- Speech and language assessments in Reception
- Speech and language groups
- Intervention groups for SEND pupils
- Intervention for those who may be newly vulnerable due to lack of engagement with home school learning
- Booster groups/in-class support for targeted children identified through Autumn on-entry assessments
- Continue to deliver broad and balanced curriculum
- In depth pupil progress meetings have been timetabled for the first half of the Autumn term

There will be a high focus around Well-being and Mental Health due to the events around the COVID-19 outbreak. Some of the children will have not seen their friends, family and teachers. They will have had more time at home and been unable to do activities, clubs or days out which enriches their development. For some children the home environment may have been difficult due to a variety of factors such as bereavement or financially. Therefore, school may require:

- Extra bereavement groups (Sunbeams)
- Extra timetabled Nurture and emotional health support
- Additional Educational Psychologist time

In response school have also brought forward our annual Emotional Health and Well-being week to the Autumn term (usually Spring)

### **Identifying Special Educational Needs and Disabilities after COVID-19**

On entry Autumn initial baseline assessments will support the identification of newly vulnerable children who have transient additional needs which may not be significant SEND.

The children will be supported to make rapid progress most specifically in basic skills, phonics, reading, writing and number through the strategies identified above.

The graduated approach will be used for those children who do not make expected progress despite the employment of these strategies.

The identification of needs will be in the context of our knowledge of the children's engagement in Home Learning during Lockdown and our knowledge of our families' circumstances.

### **School Closure January 2020**

On 5<sup>th</sup> January all schools were closed except for vulnerable children and those children of key workers following government advice. Vulnerable children include those from age 0-25 with an education, health and care plan (EHC). Those with an EHC plan will be risk assessed with the parents and with consultation with the Local Authority, to discuss whether they feel a school place is required, or whether they can safely have their needs met at home.

These risk assessments will consider:

- whether staying at home minimises risk of COVID-19, if with underlying health conditions
- risks if parts of the EHCP cannot be met in school
- the ability for health and care needs to be met at home

Any children with an EHCP who take up their place at school, we will continue to ensure a safe space for our children to learn and flourish. For any children with an EHCP who do not take their place at school, their risk assessment will be discussed and informally reviewed with parents each week. Daily remote contact will be made and followed up with the SENDCO if there are any concerns.

Children at home will receive daily planning to support their learning needs provided by the class teachers and the SENDCO's contact details shared with all parents on a regular basis if they have any concerns.

School will maintain contact with external agencies and relay any important information to staff and parents, particularly involving support around mental health and wellbeing. Any referrals will continue to be made following any concerns from teachers or parents.

Any EHCP or SEN Support plan reviews due to take place, will be done virtually or by phone.

Parents and children will still be involved in the planning and any paperwork will be shared using email with parental permission.