

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 2018	
Agreed by Governors	Autumn 2018	
Review Date	Autumn 2019	
Signed Chair of Governors	M. Rowlands	Date 21.11.18

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 SEN 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. 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.

Pupils in receipt of Enhanced funding will have an Action Plan developed in conjunction with parents and other relevant agencies. This provision is reviewed annually. Enhanced Funding is designated to a child to support them in accessing the curriculum, whole school activities and/or extra-curricular activities. This support may include group intervention, additional resources, individual planning or additional adult support for class activities.

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 a 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.

Responsibility

Headteacher	Miss Coughlan
SENCO	Mrs Bird (Miss Scragg, Miss Coughlan Deputise)
SEN Governor	Mrs. Swain