

Policy for Special Educational Needs and Disability (SEND)

including particulars of education and welfare provision for pupils with EHC plans or statements of SEN and pupils with EAL

1 Aims

- 1.1 To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum and the environment.
- 1.2 To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- 1.3 To reduce progress barriers by embedding values in the government's Inclusion Statement:
 - *To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:*
 - *Communication and interaction*
 - *Cognition and learning*
 - *Social, mental and emotional health*
 - *Sensory/physical*
- 1.4 To request, monitor and respond to parent/carer and pupil views in order to evidence high levels of confidence and partnership.
- 1.5 To ensure staff expertise meets pupil need through continuing professional development.
- 1.6 To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- 1.7 To work in cooperative and productive partnership with Staffordshire County Council (and other appropriate Local Authorities) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- 1.8 To be set out as parent/carer-friendly as possible, mostly in the form of questions, for ease of access and understanding.
- 1.9 **Safeguarding:** With due regard for Keeping Children Safe in Education (May/Sept 2016), this policy reflects the fact that additional barriers can exist when recognising abuse/neglect in children with SEN and disability. St Bede's School and its staff acknowledge the additional vulnerabilities of these children, and will continue to promote and foster an environment where safeguarding challenges are met head on. These include:
 - assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration
 - that children with SEN and disability can be disproportionately impacted by things like bullying (without outwardly showing any signs)
 - communication barriers and difficulties in overcoming these barriers

2 What are special educational needs (SEN)?

- 2.1 A child or young person has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 2.2 A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- 2.3 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.
- 2.4 Health care provision or social care provision which educates or trains a child or young person is also to be treated as special educational provision.

3 How does St Bede's School know if children need extra help?

- 3.1 Concerns may be raised by parents/carers, teachers, or the pupil's previous school.
- 3.2 Tracking of attainment outcomes indicate a lack of progress.
- 3.3 Pupil observation indicates that they have additional needs in one of the four areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- 3.4 A pupil itself may ask for additional help.
- 3.5 Where a child appears to be behind expected levels in the Early Years Foundation Stage (EYFS) an Early Help assessment may be instigated which would include a graduated response to specific needs. Further details of this can be found at 5.4 in the Policy for Safeguarding incorporating Child Protection.
- 3.6 We may instruct Mrs Brinson to administer specific tests to ascertain which areas may need to be flagged up with regards to provision. This may result in parents being asked to consent to additional testing conducted by other professionals in expert fields.

4 What should I do, as a parent/carer, if I think my child may have SEN?

- 4.1 If you have concerns then please firstly discuss these with your child's form teacher and/or our Special Educational Needs Coordinator (SENCo) who is Mr Andrew Platts.
- 4.2 All parents/carers will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

5 How will I know how the school supports my child?

- 5.1 Pupils will be provided with high quality teaching to meet the diverse needs of all learners.
- 5.2 Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- 5.3 The quality of teaching is monitored through a number of processes that includes:
 - classroom observation by the Senior Management Team, peer teachers and inspectors
 - ongoing assessment of progress made by pupils including
 - work sampling and scrutiny of planning
 - teacher meetings with the SENCo
 - pupil and parent/carer feedback when reviewing SEN documents
 - attendance and behaviour discussions and appropriate records
- 5.4 All pupils have individual targets to ensure ambition. These may be discussed with parents/carers at events such as Parent Evenings and recorded on reports sent home.
- 5.5 Pupils who are failing to make expected levels of progress are identified and discussed in weekly staff meetings and other meetings led by the SENCo.
- 5.6 Where it is decided that action is required to support increased rates of progress, this will follow an ASSESS, PLAN, DO and REVIEW (APDR) model – the graduated approach as set out in the Special Educational Needs and Disability Code of Practice (2014).

- 5.7 An individual assessment of the pupil may be undertaken in order to make an accurate assessment of their needs. Parents/carers will always receive feedback from such an assessment to support the identification of action to improve outcomes.
- 5.8 Additional action to increase the rate of progress will be then identified review and provision amended as necessary to further support the success of the pupil.
- 5.9 If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the teachers with advice from the SENCo.
- 5.10 Parents/carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- 5.11 The School is introducing APDR intervention records in the academic year 2016 – 2017. SEN support will still be recorded on an Individual Education Plan (IEP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets – copies to parents and staff. Progress towards these outcomes will be reviewed regularly.
- Identification of up to three SMART targets with achievement criteria
 - Identification of teaching approaches, strategies and resources
 - Identification of parental and pupil contribution
 - SENCo evaluates target achievement, taking into consideration pupil views of progress - new APDR/IEP is prepared as appropriate - parents are informed (meeting if applicable)
- 5.12 If progress rates are still judged to be inadequate despite delivery of interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained.
- 5.13 External agency intervention may include referral to:
- Special Educational Needs Support Service (SENSS)
 - Behaviour / Physical and Disability support services
 - Dyslexia Centres / Autism Outreach Team
 - Hearing / Visual Impairment team
 - Educational Psychologist Service
 - Educational Welfare Officers / Social Services
 - CAMHS (Child & Adolescent Mental Health Service)
- 5.14 For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the relevant local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- 5.15 For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents/carers may consider requesting an EHC. This includes children of EYFS age.
- 5.16 More information regarding the seeking of external help or specialists or requesting an EHC assessment can be sought from the SENCo or found through Staffordshire’s website at: www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/ehc

6 How will the curriculum be matched to my child’s needs?

- 6.1 Teachers plan and deliver using achievement levels. By differentiating questioning, work and outcomes to better match ability for every child, individual pupils make more progress.
- 6.2 When a pupil has been identified as having special needs, their work may be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they may be provided with support that may include specialised equipment or resources, ICT and/or additional adult help.

- 6.3 Staff strive to provide and develop an environment where all children can flourish and feel valued through flexible teaching/learning styles and strategies.
- 6.4 SEN support is primarily delivered by teachers and Key Workers through differentiation, using grouping at times to support children identified with additional needs. We believe in utilising a range of differentiation strategies to cater for all children and their needs:
 - Task Outcome - Adult Support - Peer Support - Differentiated Task - Varied Tasks
- 6.5 Children who have been identified with SEN will be provided with 10% extra time during end-of term examinations and/or alternative methods of recording.
- 6.6 No child will be excluded from any learning activity due to their impairment or learning difficulty and staff will work in ways to avoid isolation of any pupil.
- 6.7 We aim to make our curriculum both broad and balanced, and strive to make all learning opportunities absorbing, rewarding and effectively differentiated.
- 6.8 Alternative methods of responding or recording may be appropriate for children with sensory or mobility impairments or an explicit/specific learning difficulty.
- 6.9 The curriculum includes issues of disability, difference and valuing diversity, working with the pupils to develop their awareness of celebration.
- 6.10 We believe that the best teaching and learning outcomes are as a result of:
 - Visual experiences - Auditory experiences - Kinaesthetic experiences

7 How will I know how my child is doing?

- 7.1 Attainments towards outcomes will be shared termly through the school reporting system and Parent Evenings. Some parent/carers of SEN children may also use home-school diaries.
- 7.2 Parents/carers are encouraged to arrange an appointment with staff/SENCo/Headmaster to discuss their child's progress if they are particularly worried about an issue.

8 What are the stages of SEN intervention?

- 8.1 Initial Concern
 - At least one member of staff identifies concern to the SENCo, and this is monitored and reviewed informally. Needs are met through existing classroom differentiation.
- 8.2 School Action
 - Staff collect evidence of specific concerns which are shared with parents/carers. An APDR is prepared, progress monitored and reviewed – an IEP will follow (see above).
- 8.3 School Action Plus
 - Further support is sought from outside agencies and new APDR/IEP prepared based on guidance and advice if appropriate. Progress is monitored and reviewed as before.
- 8.4 Education, Health and Care (EHC) Plan (statement)
 - The appropriate Local Authority supports, monitors and reviews progression and provision with school - formally reviewed annually to ensure needs are being met.
- 8.5 The ASSESS, PLAN, DO & REVIEW model will permeate through the first three stages in a continual cycle. THE APDR process may or may not result in an EHC plan.
- 8.6 Children will be recorded on confidential SEN registers, as appropriate, including those with English as an additional language (EAL) and those deemed to be Able, Gifted or Talented.

9 What training do staff supporting children and young people with SEND undertake?

- 9.1 Awareness advice includes how to support pupils with a diagnosis of dyslexia, autistic spectrum, behavioural difficulties, and speech, language and communication difficulties.
- 9.2 Enhanced guidance includes how to lead different groups of children, and attendance at professional-led discussion and training (eg SEND, Safeguarding, First Aid etc)
- 9.3 Specialist training includes instruction provided by dedicated experts and/or authorities such as SENSS, Speech & Language/Occupational Therapists and medical professionals.

10 How will my child be included in out of school activities?

- 10.1 Risk assessments are carried out for school trips and procedures put in place to enable all children to participate in out-of-school activities.
- 10.2 Please see the Educational Visits Policy for further details of protocols and codes of behaviour required.

11 How will school prepare and support my SEN child when joining or transferring?

11.1 On-entry to St Bede's School:

- Taster days are provided free of charge to any prospective new pupil.
- Parents/carers are invited to a meeting and provided with information to enable their child to settle into the school routine. The SENCo meets with all new parents/carers of pupils who are known to have SEND to allow concerns to be raised and offer possible solutions to any perceived challenges. If pupils are transferring from another school, previous school records will be requested and a transfer meeting may be arranged.

11.2 Transition to the next school

- Pupils usually transfer after UV (Y8) although some parents/carers may prefer transfer after LV (Y6). Therefore, reviews of an EHC plan (or 'statement') will begin the process up to 12 months prior to the actual transfer. Parents/carers need to be aware options for the next phase of education may include involvement outside agencies to ensure information is comprehensive but accessible. Therefore, it is vital that they plan ahead.
- Parents/carers have the responsibility to seek out the next school and initial meetings with appropriate staff at the new school, although St Bede's School staff will have valuable advice regarding different establishments. Once a decision has been made by the parents/carers, a transition meeting will be an appropriate strategy.
- Parents/carers may like to take advantage of the support offered by Staffordshire School Choice. Information on this service is located on the Staffordshire website at www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx
- St Bede's School staff may be available to make visits, either unaccompanied or accompanied by parents/carers if felt appropriate and/or applicable.
- For pupils transferring to local schools, the SENCos of both schools will usually meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- All appropriate documents will be made available to the next school.

12 How are the resources allocated and matched to children's needs?

- 12.1 The school currently receives funding from Staffordshire County Council and one other independent source (particular to that one child). This will result in a Support Schedule being set up, indicating how the funding is allocated with regards to hours.
- 12.2 Normal school fees (including any bursary or subsidy agreed with the Headmaster) provides for each child's normal life at St Bede's School. Any funding from Staffordshire County Council (or 'independent source') specifically allocated for SEND funding for a particular child is then used to deliver provision to support that particular child with SEN.
- 12.3 SEND funding may be used to provide:
- 1:1 individual support from Key Workers in or out of class
 - Shared Key Worker support in class (children in pairs)
 - Small group support in/out of the classroom situation
 - Specialist and/or external agency support as required
 - Provision of specialist resources, equipment and facilities
 - Specific CPD training relating to SEND for school staff
 - The following staff are involved in supporting children as Key Workers:
 - Mrs Brown, Mrs Mears, Mrs Handley, Mrs Thomasson, Mr Noah, Mrs Brinson
 - Other members of staff may support individual children as required

13 How is the decision made about how much support my child will receive?

- 13.1 For pupils with SEN but without an EHC plan (statement), the decision regarding the support required will be taken by the Headmaster, SENCo and appropriate teaching staff.
- 13.2 For pupils with a EHC plan (statement), this decision will be reached when the plan is being produced or at annual review.

14 How will I be involved in discussions about and planning for my child's education?

- 14.1 This may be through discussions with appropriate teaching staff, SENCo or Headmaster.
- 14.2 This may take place informally, at formal meetings or during Parent Evenings.

15 How does school make sure that my disabled child can access the environment?

- 15.1 The school has a three-year plan which sets out how St Bede's School is responding to anti-discrimination considerations with regards to disabled children and their accessibility to the school environment. Please see the appropriate document.
- 15.2 The school is committed to the constant improvement of its physical environment in order to increase the extent to which disabled children (including those with SEN) are able to take advantage of education and associated services offered by the school.

16 What if my child has specific medical needs?

- 16.1 Pupils with medical needs may be provided with a detailed Health Care Plan. Other children with medical and academic needs may have an EHC (see above).
- 16.2 The Policy for Supporting Children with Medical Conditions sets out procedures and protocols for St Bede's School pupils with medical needs.

17 What are the arrangements for my child who has English as an additional language?

- 17.1 EAL pupils have a home language other than English and who are in the process of learning to use English through immersion in the curriculum and the broader life of our school.
- 17.2 We are proactive in removing barriers to success, ensure equal access to all aspects of school life and educational potential, and provide a welcoming and nurturing environment.
- 17.3 Our objective is to ensure that all our EAL pupils, including those in the EYFS, participate in the life of the school and gain access to appropriately planned and prepared curricular provision, monitoring progress of acquisition of English, of their general achievement and of their attainment. Strategies include presenting contextual clues in and out of the classroom, being aware of different cultures, teaching subject relevant vocabulary, providing good language role models academically and socially, and giving sensitive feedback.
- 17.4 This gives EAL pupils the knowledge and skills to use spoken and written English to communicate in a variety of curriculum and social contexts, and the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- 17.5 Our underlying principle is that having a home language other than English is not seen as a 'learning difficulty', but simply as a different educational need. Therefore, EAL pupils are placed on an EAL 'register', unless they have specific learning difficulties.
- 17.6 EAL pupils have the opportunity for Extra English classes instead of Latin and/or French, and additional 1:1 sessions may be available as appropriate and applicable. These differentiated classes/sessions will be planned and delivered with due regard for the specific needs of the children attending. Preps and internal tests/exams are suitably set and administered.
- 17.7 Staff at St Bede's School have a responsibility to bring the needs of current EAL pupils to the attention of colleagues and to ensure full integration into mainstream classes.
- 17.8 We follow the school's normal admittance procedures, but also collect additional information such as first language and the levels of literacy in the different languages.
- 17.9 The placement of EAL pupils in a lower year group may be considered but we will only do this after careful consideration with regard to integration, education and welfare issues.

18 What strategies are used for children who need extra support with language skills?

- 18.1 We do not have a set curriculum for SEN/EAL pupils, or pupils who are attending Extra English classes for other reasons, and believe that we should be responding to these pupils in small groups in a way that gives accessibility to a more personal programme of study.
- 18.2 The aim of planning is to respond to the pupils' needs on a regular basis, and may be generated by English or other teaching staff requesting that further input needs to be made
- 18.3 The three areas that are of the most importance are speaking and listening, reading and writing. Writing is seen as the cumulative skill and may give some indication of specific areas that need to be worked on, with reference to the Extended Writing Criteria assessment grid, such as handwriting, spelling, punctuation, language and structure. Another good strategy we use is to work through the Literacy Techniques Planning. Some sessions will be entirely based on set readers, spelling programmes, comprehension of text or writing activities. These will be discussed with the Director of Studies during regular review meetings.
- 18.4 The Basic Skills Strategy will generate targets for SEN/EAL pupils as well as for any other pupil at St Bede's School – these are good starting points for support of their English skills.
- 18.5 We acknowledge that the fluency of SEN/EAL pupils in speaking, reading and writing English does not necessarily reflect their cognitive ability.
- 18.6 We sometimes seat them in front of the teacher so that they can easily access pictures and texts, and where it is easier to make regular eye contact with them, and may sit them next to a reliable pupil who can act as a translator if appropriate.
- 18.7 We explain key vocabulary being used and provide a visual version of the glossary of terms to put into their books if appropriate, moderating speed of delivery to meet the needs of pupils. We acknowledge that supporting words with actions is a highly effective way of conveying a message, but remain sensitive to the fact that body language and gestures vary in meaning between cultures.
- 18.8 We do not over-correct mistakes of SEN/EAL pupils as this soon causes demotivation, and we have a specific focus when assessing pupils' work and when setting targets.
- 18.9 We create a can-do culture and have high expectations of all children, including SEN/EAL pupils, expecting them to succeed through robust application differentiation (see Curriculum and Differentiation Policy).

19 Who can I contact for further information or if I have any concerns?

- 19.1 If you wish to discuss your child's educational needs or are unhappy about something regarding your child's SEN schooling please contact the following:
- Form teacher
 - SENCo / Director of Studies
 - The Headmaster
- 19.2 Support services for parents/carers of pupils with SEN within Staffordshire County Council area include:
- Parent Partnership – telephone 01785 356921 – email spps@staffordshire.gov.uk
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home>