



# St Stephen's RC Primary School

## **SEND Policy**

### **Vision**

'**Every** child, **Every** chance, **Every** day!'

### **Mission Statement**

'Love one another, as I have loved you.'

*John 13:34*

### **Our Values - St Stephen's CARES**

**C**ompassion, **A**mbition, **R**ejoice, **E**xcellence, **S**ervice

|                    |  |
|--------------------|--|
| <b>C</b> ompassion | <i>be compassionate in all of our actions</i>                |
| <b>A</b> mbition   | <i>be ambitious – better ourselves and those around us</i>   |
| <b>R</b> ejoice    | <i>be rejoiceful – celebrate the Good News</i>               |
| <b>E</b> xcellence | <i>be excellent in everything we do – work hard always</i>   |
| <b>S</b> ervice    | <i>be a steward of the Lord – a service to the community</i> |

|                   |                |
|-------------------|----------------|
| Policy developed  | September 2023 |
| Governor approval | September 2024 |
| Review date       | September 2025 |

## Special Educational Needs and Disabilities (SEND) Policy

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

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014) – see <http://www.legislation.gov.uk/ukxi/2014/1530/part/3/crossheading/sen-information-report/made>

*'A pupil has SEN where their learning difficulties or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'*

In the SEND Code of Practice 0-25 (2014) the definition of SEN is as follows:

*'... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'*

A child or young person who has SEN might also have a disability defined under The Equality Act (2010):

Since new legislation was introduced in the Children and Families Act (2014) and the SEND Code of Practice 0-25 (2014), Statements of Special Educational Needs for those children with the most complex needs have been replaced with Education, Health and Care Plans (EHCPs). Further information about EHCPs can be found via Tameside's SEND Local Offer: <https://www.tameside.gov.uk/localoffer>

The SEND Local Offer is a resource which is designed to support children and young people with SEN and/or disabilities and their families. It describes the services and provision that are available both to those families in Tameside that have an EHCP, 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.

### 1. Aims and Objectives of the school in relation to SEND:

#### Aims:

At St Stephen's RC Primary School, we believe in, and celebrate, the uniqueness of each child created in the image of God. We aim to provide high quality education and an environment where each person can develop their individual potential.

This SEND policy details how we will ensure that the necessary provision is made for any pupil at St. Stephen's RC Primary School who has SEND which calls for special educational provision to be made for him or her. This will ensure that they can fully participate in all activities alongside other pupils, and access all elements of the school curriculum.

We aim to:

- Identify children with 'barriers to learning'
- Provide them with specific help
- Record their provision
- Ensure regular monitoring
- Facilitate success for each child through a differentiated programme of work.

### **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils, with the pupils and their parents/carers at the centre
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice.

### **Staffing**

The member of staff responsible for overseeing the provision for pupils with SEND is Miss Lisa Demspey, Deputy Headteacher. She can be contacted via the school office or via email: [sendco@stsrcp.co.uk](mailto:sendco@stsrcp.co.uk)

The named governor who is responsible for SEND is Mrs Catherine Lloyd.

## **2. Identification of SEN**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We understand the benefits of early identification and making effective provision in improving the long-term outcomes for pupils with SEND. The purpose of identification is to work out what action school needs to take to assist pupils in reaching their full potential. It is also important to identify the full range of needs an individual pupil might have, rather than simply their primary need.

The SEND Code of Practice (2014) broadly refers to four areas of need:

### **Communication and Interaction**

These pupils have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do not understand or use social rules of communication. For example,

children with Autism Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### ***Cognition and Learning***

Pupils with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### ***Social, Emotional and Mental Health***

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

### ***Physical and/or Sensory Needs***

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## **A Graduated Response to SEN provision**

### ***Quality First Teaching***

A process of on-going teacher assessments and regular pupil progress meetings with the senior leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is quality first targeted teaching by the class teacher.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We understand the benefits of early identification and making effective provision in improving the long-term outcomes for pupils with SEND. The purpose of identification is to work out what action school needs to take to assist pupils in reaching their full potential. It is also important to identify the full range of needs an individual pupil might have, rather than simply their primary need.

When pupils are making less than expected progress, 'additional and different' assessment tools may be required. This progress might be characterised as being:

- Significantly slower than that of their peers starting from the same baseline
- Less than the pupil's previous rate of progress

- Unable to close the attainment gap between the pupil and their peers
- Indicative of a widening attainment gap

St. Stephen's uses a 'graduated response' to identify and support pupils with SEN. The following diagram outlines this process:

|  |
|--|
| Class teachers and/or parents raise concerns about a child who might be making less than expected progress.  |
| The class teacher will monitor the pupil closely, and make contact with parents to discuss any worries they might have. If concerns continue to be raised, the teacher will begin cycle 1 of the graduated response.   |
| <b>Cycle 1</b>   |
| The class teacher will continue to monitor the pupil closely. They will consider their Quality First Teaching and ensure that it is inclusive and addresses all types of learning differences. Teachers may decide to implement some interventions to support the pupil's needs and address the immediate difficulties. The pupil will continue to be closely monitored over at least a half term. If difficulties persist, and if both school and parents feel like the pupil needs more support, then it may be agreed that the pupil is placed on the SEN register by the SENDCo.                     |
| <b>Cycle 2</b>   |
| Once the pupil has been placed on the SEN register, cycle 2 of the graduated response begins. This is known as SEN Support. The SENDCo may observe the pupil in class and carry out assessments to clarify difficulties. Referrals and advice from external agencies may be sought. Class teachers will set individual, personalised targets for the pupil, and the pupil themselves will complete a One Page Profile to explain how they might like to be supported. Targets will be reviewed termly. If accelerated progress is made during this time, the pupil may be removed from the SEN register. |
| <b>Cycle 3</b>   |
| If a pupil's needs cannot be met at SEN support, the school may ask for additional support from Tameside. Teachers, parents and professionals will meet and discuss applying for an Education, Health and Care Plan. For more information about Education, Health and Care Plans, see <a href="https://www.tameside.gov.uk/InclusiveServices/Assessment-and-Education,-Health-and-Care-Plans">https://www.tameside.gov.uk/InclusiveServices/Assessment-and-Education,-Health-and-Care-Plans</a>  |

#### **Outside agencies include:**

- Educational Psychology (EP)
- Advisory Teacher Service
- Pupil Support Services
- Speech and Language Therapy Service

- Behaviour for Learning and Inclusion Service (BLIS)
- Equality, Multiculturalism and Access Team (EMAT)
- Communication, Language and Autistic Spectrum Support (CLASS)
- Sensory Support Service (Visual and Hearing Impairment)
- Occupational Therapy (OT)
- School Nurse/Paediatric health team
- Healthy Young Minds (formerly CAMHS)

If the support required is different from or additional to what is ordinarily offered by the school, the pupil will be placed on the SEND register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of assess, plan, do, review with the pupil and his/her family at the centre of the process. A One Page Profile is started. This is intended to be a working document which is updated as more is understood about the pupil's SEND, including their response to interventions. It may include advice from some outside agencies. It will also detail how the pupil would like to be supported in their own voice (where appropriate).

### **Assess, Plan, Do, Review**

The assess, plan, do, review cycle enables the provision put in place for pupils with an identified SEN to be refined and revised as the understanding of the individual grows. It also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes, drawing on more detailed approaches and more specialist expertise in successive cycles.

#### **Assess**

We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. an Educational Psychologist (EP).

#### **Plan**

Where SEN Support is required, the teacher and SENCo, supported by teaching assistants, will put together a plan outlining the expected outcomes, interventions and support which will be put in place for the pupil. Outcomes for the pupil will be shared with her/him using child-friendly language and with parents/carers, in the form of a One Page Profile and/or IEP (Individual Education Plan). All staff who work with the pupil will be made aware of the plan.

#### **Do**

The class teacher is responsible for working with the pupil on a day-to-day basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher and TAs where needed.

## **Review**

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, TA, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support.

## **Referral for an Education, Health and Care Plan (EHCP)**

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This is usually requested by the school, but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning the correct provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will involve parents, the SENDCo and, if applicable, the Headteacher. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- External agencies such as Educational Psychology (EP) or Speech and Language Therapy Service
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of professionals from education, health and social care about whether the pupil 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. Further information about EHC Plans can found via Tameside's SEND Local Offer: <https://www.tameside.gov.uk/localoffer>

## **Parent/Carer and Pupil involvement in the process**

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. We aim to share SEND information with parents regularly and try to coincide with parent consultation meetings where possible. We also hold person-centred planning meetings where there are concerns about children and often outside agencies are involved in these meetings. Targets are shared with pupils and successes celebrated.

At all stages of the special needs process, school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's

education and have regular meetings to share the progress of SEND pupils with their parents.

Where appropriate and possible, pupils themselves are encouraged to express how they want to be supported. This information will be detailed on the pupil's One Page Profile.

### **3. SEND Provision**

SEND support can take many forms. This could include:

- An individual learning programme delivered in a 1:1 environment
- Evidence-based interventions
- Extra support from a teacher or teaching assistant
- Additional materials, resources or equipment
- Working in small groups
- Helping a child to take a full part in class activities
- Helping other children to work with a child, or play with them
- Supporting a child with physical or personal care difficulties
- Accessing wellbeing interventions
- Assistive technology
- Visuals

#### **Managing the needs of pupils on the SEND register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are led by the needs of the individual pupil, working within the constraints of the school budget.

#### ***The Class Teacher is responsible for:***

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENDCo
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

#### ***Teaching Assistants are responsible for:***

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENDCo

#### ***The SENDCO is responsible for:***



- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews for pupils with EHCPs
- Supporting staff in identifying pupils with SEN
- Mapping provision throughout the school
- Maintaining links and information-sharing with receiving schools

#### ***Governors are responsible for:***

- Being involved in developing and monitoring the school's SEND policy and practice to meet legal requirements and pupils' needs
- Delegating operation of the policy to the SENDCo, providing the time and resources for role effectiveness
- Ensuring that SEND provision is an integral part of the school development plan
- Being involved in and approving the financial decisions which affect SEND provision in school
- Appointing a SEND Governor to liaise with the SENDCo
- Annually reviewing the effectiveness of the school's work with pupils with SEND

#### **Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

#### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEND register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with Autism, ADHD and Dyslexia. School will provide all staff with CPD within the areas of SEND.

The SENCO attends network meetings to share good practice with colleagues in the local authority and keep up-to-date with SEND developments.

#### **Storing and managing information**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual's needs. We are grateful to

parents for their information sharing and openness, and we respect their confidentiality. All records are stored electronically via CPOMS and hard copies are in a locked filing cabinet. Pupil SEND Information will also be shared at all transition times, and with receiving schools when pupils leave St. Stephen's.

### **Complaints**

Parents and carers of pupils with SEND are welcomed into school to discuss any aspect of their child's provision. If parents and carers are not satisfied, or are unsure about any aspect of their child's provision, they should make an appointment with the class teacher, SENDCo or Headteacher to discuss this.

The Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving any disagreements. These can be explained if they are required, and further information can be found on Tameside's website: <https://www.tameside.gov.uk/Education/Education-Complaints>

### **4. Monitoring of this policy**

This policy will be monitored annually.

Connor Lavin, Headteacher, September 2024

Lisa Dempsey, Deputy Headteacher, September 2024