



St. Basil's
Catholic Primary School
We love, learn and succeed together

SEND and Inclusion Policy

Committee	FGB
Frequency	Every year
Date passed	28 th February 2019
Review Date	Autumn 2019
Originated by	HBC
Signed	
Dated	



Contact Details:

St Basil's Catholic Primary

Hough Green Road

Widnes

Cheshire

WA8 4SZ

Head teacher: Mrs A M Sheppard

SENDCO: Mrs H McCabe

SEND Governor: Mr Jim Duffy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1 Introduction

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

2 Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To identify and provide for pupils who have special educational needs and additional needs

- To work within the guidance provide in the SEND Code of Practice (2014)
- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide support and advice for all staff working with special educational needs pupils and offer well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to Mrs McCabe, the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

3 Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The Special Educational Needs Code of Practice identifies four areas of Special Educational Needs these are:

- **Communication and Interaction** – this includes speech, language and communication needs
- **Cognition and Learning** – this covers learning difficulties where pupils learn at slower rate, even with appropriate differentiation. There is a wide range here from moderate to severe learning difficulties and covers specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Mental and Emotional Health** – this covers a variety of challenging and withdrawn behaviours as well as covering areas of mental health
- **Sensory and/or Physical** – this covers Visual (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) and Medical Conditions (MC).

It is recognised that many children with Special Educational Needs experience difficulties that cover more than one area.

4 Educational Inclusion

St Basil's Catholic Primary seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

The Special Educational Needs Code of Practice sets out five key principles:

- A child with special educational needs (SEND) should have their needs met.
- The SEND of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

5 Equality

- Children can access a broad and balanced appropriate curriculum
- We pay due regard to the SEN and Disability Act (2001) and the Equality Act (2010) ensuring that our curriculum is accessible to all.

6 The role of the Governing Body

- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs

7 The role of the SENCO

- Management of the day-to-day operation of the policy
- Co-ordinate provision for and manages our responses to children's special needs
- Supports and advises colleagues
- Contributes to staff INSET
- Regularly update and maintains the school's record of children with SEND
- Links with parents, carers, other stakeholders, external and support agencies
- Ensures appropriate resources and provision is made within the school's budget
- Monitor and evaluate SEND provision and reports to the governing body
- Ensures a smooth transition between key stages

8 Allocation of resources

- The SENDCO is responsible for the operational management of SEN provision
- The Head Teacher informs the governing body of how the funding is used
- SENDCO regularly discusses resources with staff and spends intelligently.

9 Identification, assessment and provision

In order to help children with SEND, ST Basil's Catholic Primary adopts a graduated response that recognises there is a continuum of special educational needs and increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of the individual. The SENDCO will have responsibility for ensuring that these records are kept up to date and available if needed.

a. School support

When a class teacher or SENDCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provide as part of the school's differentiated curriculum. This is called school based support. This will be for children who despite receiving differentiated learning:

- Make little or no sub-level progress over a term despite targeted teaching.
- Show signs of difficulty in developing literacy or numeracy skills.
- Present emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Have sensory or physical problems and continues to make no progress despite the provision of specialist equipment.
- Have a communication and/ or social interaction difficulties and make little progress despite provision of a differentiated curriculum.

The SENDCO and the class teacher will decide the action needed to help the child to make progress in the light of earlier assessment. This may include:

- Differentiated learning materials or special equipment.
- Extra adult time to devise the nature of planned intervention and to monitor its effectiveness.
- Group work and some 1:1 support.

- Access to outside agencies for specialist support and advice.

b. School Support Plans

Strategies employed to enable the child to progress will be recorded within a School Support Plan (SSP). Some children may also benefit from a Group Plan.

The SSP will include:

- The targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Outcomes to be recorded

The SSP or Group Plan will record that which is additional to, or different from the differentiated curriculum and will focus on no more than three targets that match the individual or groups' needs. The SSP will be continuously reviewed by the class teacher and formally reviewed each term. The views of the parent and child will be sought when setting new targets.

c. Enhanced School Support

The triggers for further support will be that despite receiving support under School based support the child:

- Continues to make very little progress over a sustained period
- Continues to work at levels well below expected for children of same age
- Has emotional and behavioural difficulties which substantially and persistently interfere with the child's own learning or that of a class group
- Has an on-going communication or social interaction difficulty that impedes the development of social relationships and causes barriers to learning

d. Enhanced Provision

Where a request for enhanced provision is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child and their progress over time, and will also need documentation in relation to the child's special educational needs and any action taken by the school to deal with those needs, including any resources or special arrangements in place. This may include: SSP'S, regular reviews and outcomes, pupil's medical needs, educational assessments, parental views, other agency involvement, any interventions the child has had.

The LA may decide that the child will receive Enhanced Provision, the child will then receive additional resources from the LA in order to meet the child's individual needs.

This enhanced provision will be reviewed annually with parents, pupil, LA, the school and professionals invited to consider whether any amendments need to be made. **Please note that this provision is under review by the LA**

10 Education, Health and Care Plans

Where a pupil has a high incidence disability which affects their ability to learn they may be eligible for an EHCP. School or Parents may request an application for an EHCP from the Local Authority. The LA will gather information about the child from all agencies involved before making their decision. For more information about the application process for an EHCP please visit: www.haltonchildrenstrust.co.uk

11 Stages of support and provision:

The graduated approach is a model of action and used to help children and young people who have special educational needs and it entails:

Differentiation

- Quality First Teaching requires the class teacher to differentiate the work for all the pupils in the classroom.

Monitoring

- The class teacher identifies a child to the SENDCO. The child is monitored by the teacher and SENDCO. Progress is monitored carefully.

School Support

- This supports pupils who require support which is additional to and different from the above. A School Support Plan is used.

Enhanced School Support

- External services advise and inform Enhanced School Support Plan. Outside agencies will assess/observe the child.

Statutory Assessment

- The pupil continues to receive support at Enhanced School Support but an application is being made to the SEND Panel to consider Statutory Assessment.

Education, Health and Care plan

- The pupil has a plan detailing the pupil's needs and the provision to be put in place to meet those needs from all agencies

12 Children in Care

- We work within the legal requirements for CIC (Safeguarding Policy, Children and Families Act 2014)
- Mrs McCabe is the designated teacher for CIC and attends regular training
- A child's need will be known to the SENDCO, the designated teacher and their carer and social worker
- A PEP will be in place within 20 days of a looked after child entering our school. The PEP will be an integral part of the care plan and reflect any existing educational plans (eg SSP or statement). The PEP will detail individual need and the support already provided. Action will be taken according to the revised Code of Practice (2014) and within the timescales provided
- Information regarding a looked after child will be shared promptly to enable quality day-to-day support. This will include information on attendance, admission arrangements, special educational needs, test scores and other measures of educational progress and needs

13 Partnership with parents

- We encourage an active partnership through an ongoing dialogue with parents.
- School operates an open door policy.
- We involve parents in all decision making
- Parents are invited in to review their child's plan and to set new targets on a termly basis.
- If parents have any concerns, complaints or queries that cannot be answered by school or would like to seek further support then they can visit the LA website www.haltonchildrenstrust.co.uk
- Parents can visit the school SEND information on our website www.stbasilsprimary.co.uk
- Policies are available to parents on the school website.

14 Supporting 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 education, 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.
- Some may also have special educational needs (SEND) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please see the schools policy for supporting pupils with medical conditions.

15 Bullying

- Bullying is regarded as unacceptable in our school.
- The school aims to provide a safe and secure learning environment where all can learn without anxiety.
- The governing body responds within 10 days to any request from a parent to investigate allegations of bullying.
- Please refer to Anti- Bullying policy available on request or from schools website.

16 Data Protection

- Data regarding SEND pupils is stored securely. Staff adhere to the School's Confidentiality Policy.

This policy is reviewed by the governing body on an annual basis.

Signed:

Date: February 2019

Date for Review: February 2020

APPENDIX ONE

School based stages of assessment and provision

- Concerns over children's progress at any time raised with the SENDCO/HT
- Teachers' ongoing assessment for learning often triggers concern
- The school's formal assessment cycle identifies or confirms concerns
- Initially children's needs are met through School Support Plans
- If appropriate progress is still not made, the child will be referred to Group Consultation or Individual Consultation from the school's EP, where strategies, advice and actions are given
- If progress is still a cause for concern the school will apply for enhanced provision from the LA
- If a pupil has high incidence disability and SEND then an Education, Health and Care Plan may be applied for.
- Parents are consulted each step of the way

Strategies for meeting learning needs may include, for example:

- Speech and Language Therapy (SALT)
- Elklan & NELI SALT programmes
- Talk Boost
- Reading Intervention
- Maths Intervention
- Phonics and spelling intervention
- SEMH programmes including SEALs, Boxall and Seasons for Growth
- Talking Partners
- In class support
- 1:1 Counselling

Human Resources

- Teaching assistants
- SENDCO
- Pastoral manager
- Links with:
 - Education Psychology Service including Group Consultations
 - Speech & Language Therapists
 - Occupational Therapists
 - Learning Support Service
 - Hearing Impaired Service
 - Visually Impaired Service
 - School Health
 - CAHMS
 - Counsellor
 - Barnardos
 - EWO
 - Social Services / Child Protection

Reviews

- Formal reviews take place three times a year, however review is ongoing
- Children's progress is formally discussed with the Headteacher each half term
- Children's progress is monitored by the SENDCO.
- The Educational Psychologist reviews priorities annually
- Children with enhanced provision are reviewed at least once per year

- Children with an EHCP will have an annual review in addition to the above. This review can be brought forward if necessary