ST BEDE C OF E PRIMARY
MULTI ACADEMY TRUST

# Special Educational Needs and Disabilities Policy (SEND)

## Version Control

| Version | Date | Author | Changes made: |
|---|---|---|---|
| 0.1 | 02.11.21 | SENDCO | New policy created for the MAT |
| 0.2 | 12.09.23 | SENDCO | Added new SENDCO name |
| 0.3 | 05.11.25 | SENDCO | Process names changed |

**Rationale**

St Bede Multi Academy Trust Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil. Our SEND policy reinforces the need for teaching that is fully inclusive. Governors and staff endeavour to meet the needs of those children with Special Educational Needs whilst ensuring that each child is encouraged to develop confidence in his or her abilities and to feel a valued member of the school 'family', where the teaching and learning, achievements, attitudes and well-being of every pupil matters. We actively seek and encourage the co-operation and involvement of parents in their child's education and strive to keep them well informed as an integral part of the school's approach to safeguarding. This document sets out our approach in brief.

**Aims**

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure all children are "safe, happy and learning", giving them the experience of a caring, supportive school where learning is enjoyable
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

## Objectives

- To identify and provide for all pupils who have special educational needs and additional needs.
- To monitor the attainment of all pupils in relation to the curriculum offered to facilitate the identification of children with SEND so that appropriate provision can be made at the earliest stage possible.
- To promote high standards, inclusion and equal opportunities.
- To ensure that teachers are aware of the importance of identifying and providing for, those pupils who have SEND.
- To consult with the Local Authority and other outside agencies to help meet the needs of pupils who have SEND.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work within the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure that children with SEND are offered full access to a broad, balanced, and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.
- Where appropriate, to seek the views of the child and take these views into account.
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem.
- To monitor the effectiveness of SEND provision including how funding, equipment and personnel resources are deployed at least annually, and report on the implementation of the school's policy within the context of the school profile.

## Admission arrangements and facilities to enable inclusion.

- The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for and their needs met within a mainstream setting.
- Disability (the Code of Practice 2014) outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). There is wheelchair access in parts of the school and a disabled toilet in the hall block for pupils with mobility needs

## Identifying Special Educational Needs

The Code of Practice 2014 on Special Educational Needs gives the following definition of Special Educational Needs (SEN):

"*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*"

The definition of Special Educational Need is set out in section 156 of the Education Act 1993. Special Educational Need - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

## Broad Areas of Need

**Communication and interaction** – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times if their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

**Cognition and learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

**Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which may 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 that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

**Sensory and/or physical needs** – some children 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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers. A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which s/he will be taught in school.

## Identification, assessment and provision for children with SEND

## A Graduated Approach to SEND support.

We closely monitor all children from entry into the school and respond to information about a child's SEND that is identified before he/she starts at St. Bede. If a teacher has a concern about a child this will be raised with the parent so that, working together through Quality First Teaching and target groups, the child's needs can be met and s/he can make adequate progress. We recognise the importance of early identification, assessment and provision for any child who may have SEND. The earlier action is taken, the more responsive the child is likely to be, and the more effective intervention can be.

All class teachers are responsible and accountable for the progress and development of all pupils in their class - including those pupils who access support from teaching assistants or specialist staff. In providing support that is additional to or different from the universal offer, the following 4 stage process will be used:

**Assess, Plan, Do and Review:**

**Assess** –. A clear understanding of a child's needs is crucial to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. After a period of getting to know the child and following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets and will complete an 'initial concern form' and discuss these with the SENDCO before termly pupil progress meetings. Further assessment is then carried out to establish a clear analysis

of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/carers and the individual's development in comparison with their peers, observations by the SENDCO or external agencies.

**Plan** – The first step in responding to a pupil's identified need is to ensure that high quality teaching, adapted for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of quality first teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching need to be made. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the class provision map and progress of SEND children is reviewed during half termly pupil progress meetings. Responsibility for planning lies with the class teacher.

**Do** – The class teacher is pivotal in daily responsibility for working with all pupils, including those where interventions and targeted provision is needed. This may involve group work or one to one teaching away from the class to meet children's needs. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

**Review** – At the end of any interventions or targeted provisions, outcomes are comprehensively evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention and the identification of where more evidence is needed and details of what the next steps need to be. Throughout school, children with SEND have individual provision maps (PMs) which are reviewed half termly. If a pupil has an Education, Health and Care Plan, (EHCP) the impact of interventions and progress towards their targets on their plan are formally reviewed through a person-centred review on an annual basis by everyone involved with the child.

## Additional Support

If a child has been identified as having a special educational need, the intervention they have received will be reviewed. If progress is still a concern the SENDCO will discuss the need of contacting other agencies. If this is the case, parents and the child (if appropriate) will be invited to discuss this and complete an Early Help Form.

The agencies and professional services currently accessed by the school are:

- Ladywood Outreach Advisory Service
- Educational Psychology Services
- Speech and Language Therapy Service
- Occupational Therapy
- Health Visitors
- School Nurse

- Paediatric Learning Disability Services
- Bloom Wellbeing Service
- Pupil Referral Unit
- CAMHS

If additional support is necessary, the SENDCO monitors and implements this to ensure regular involvement with parents and the child. Parents will also be directed to the Local Offer made by the local authority (accessed via the school website) to view information about provision they expect to be available across education, health and social care. Additional support agencies involved to remove a child's barrier to learning are listed on the provision map and records of this are kept electronically. If after 2 terms of additional support and advice the school or parents are still concerned about a child's progress and attainment it may be necessary to apply to the local authority's high needs block for additional funding. This process can be found in the local authority High Needs Funding documentation file. A formal application is then made to the local authority for a request for an Education Health Care Plan (EHCP) assessment. The SENDCO collates information from other agencies and completes a full report including costing resources (human and physical), funding spent to date, interventions, other agency support and special equipment required. Whilst the Local Authority is considering the referral and whilst any subsequent statutory assessment is being made, the child should be supported through SEN provision.

## Training

Staff receive regular updates on SEND reforms and practice through continuous professional development opportunities including

- Training delivered by outside agencies.
- Online training (National College)
- Staff meetings/staff briefings updates by SENDCO
- Appraisal targets linked to independent research

The SENDCO meets with new members of staff to discuss the role and the whole school approach to providing high quality provision for children with a special educational need. SEN teaching assistants are provided with regular CPD opportunities linked to the individual needs of the children that they are supporting.

## Roles and Responsibilities in SEND Provision

## The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The SEND Governor is: Cassandra Allen/Sameera Atcha

## Headteacher

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## The SEND Co-ordinator

The SENDCO will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SENDCO –
St Bede Primary Academy: Shelly Price prices@stbedeacademy.org
Tonge Moor Primary Academy: Zoe Ashton *ashtonz@tongemooracademy.org*

## Teaching staff

The role of the class teacher in meeting the needs of learners with SEND is vital and the bedrock of provision for learners with SEND is High Quality Teaching. The Code of Practice explains that '*special educational provision is underpinned by high quality teaching and is compromised by anything less'* (section 1.24).

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

**Parents as partners**

We will have an early discussion with parents and/or carers when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

**Complaints**

Parents who have a complaint about the school's policy with regard to SEND should contact the Headteacher. Should the matter not be resolved they should contact the school's Governing Body through the curriculum complaints procedure, a copy of which can be obtained through the Headteacher.

*Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.*