



ST BENEDICT'S SCHOOL  
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Special Educational Needs and Disability (SEND) Policy

Junior School

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## **Mission Statement**

The St Benedict's School community is founded on the Christian values expressed in the Gospels: peace, truth, justice and love. These values underpin everything that we do within the School and bind us together as a Christian community. We view each person as special and unique. We recognise and respond to their gifts, their needs and their aspirations. We care for all individuals, celebrating achievement and providing support when difficulties are experienced.

## **Aims & Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with *AN* or *SEN*
- To ensure that every pupil experiences success in their learning and achieves the highest possible standard
- To enable all pupils to participate fully and effectively in lessons
- To value and encourage the contribution of all pupils to the life of the School
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy statement for *AN* and *SEN*
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure the *SEND Code of Practice and Disability Act* and relevant Codes of Practice and guidance are implemented effectively across the School
- For all pupils to take with them throughout their adult lives a sense that they belong to the community of St. Benedict's and that they have "learned a way of living."

## **Our Values & Vision for SEND**

We aim to provide the highest standards of education for all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our School community.

St Benedict's School has an inclusive ethos with high expectations and targets to encourage and help each individual pupil in the pursuit of excellence; the School provides a broad and balanced curriculum differentiated to meet pupils' needs and utilises systems for early identification of barriers to learning and participation.

The school is fully committed to meeting the needs of those pupils with Special Educational Needs and Disability so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils.

## **Legislation and Guidance**

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years (Revised 2015), the Equality Act 2010 and the Children and Families Act 2014.

Reference has been made to the following documents:

- Statutory Guidance on Supporting Pupils with Medical Conditions-April 2014 (Revised 2015)
- Accessibility Plan
- Teachers' Standards 2012

This policy applies to:

- The Junior School including the Early Years Foundation Stage (EYFS)
- All staff (teaching and non-teaching), Governors and volunteers working in the school

Related Documents:

- The Teaching and Learning Policies
- English as an Additional Language Policy
- Three-year plan for compliance with Schedule 10 of the Equality Act 2010

## **Inclusion and Equal Opportunities**

We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs
- Recognising inclusion as part of the School's *Equal Opportunities Policy* with clear arrangements for implementation, budget, and monitoring
- Ensure all school developments and policies take account of inclusive principles
- Ensuring that appropriate assessment and support arrangements are in place, both within the School and from external agencies, so that children's needs are properly addressed
- Recognising that inclusion is the responsibility of all the School staff, who must be consulted and involved in developments regarding the inclusivity of a child
- Enabling all staff to have access to suitable professional development opportunities, to support the development of inclusive practice.
- St Benedict's School is committed to providing equal opportunities for all, regardless of race, faith, gender, or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout school.
- The School is committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of the School. We believe in equal opportunities and try to meet the physical, emotional, and intellectual needs of all our children. This policy should therefore

be read alongside our policy for equal opportunities. A copy of this policy can be found on our school website.

## Definitions

- *SEN* refers to a *Special Educational Need*. A person has *SEN* if they have a learning difficulty or disability which calls for special educational provision to be made for her or him. At compulsory school age this means he or she has significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders her or him from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 *SEND Code of Practice: 0 to 25 years- Introduction xiii and xiv*.
- *AN* refers to an *Additional Need*. Not identified as a *Special Educational Need*, but a need none the less that is creating a barrier to learning. This could well be a social need.
- *SEND* is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

## Four Categories of SEN - Broad Areas of Need

1. **Communication and Interaction**, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD
2. **Cognition and Learning**: when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
  - PMLD (Profound and Multiple Learning Difficulties) - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
  - SpLD (Specific Learning Difficulties) - affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health Difficulties**. They include:
  - Wide range of difficulties that manifest themselves in many ways (e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour). They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are unexplained.
  - ADD (Attention Deficit)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder.
4. **Sensory and/or Physical Needs**, including:

- Vision Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

### Special Educational Needs

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of the parents/carers, they are placed on the SEND Record. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an *EHC Plan*. An application can only be made following the full cycles of Assess, Plan, Do, Review covering at least two terms accompanied by relevant supporting professional evidence.

### Roles and Responsibilities

The Board of Governors has overall responsibility for pupils with SEND. Together with the Headmaster, they decide how best to provide for these pupils. The Headmaster has the responsibility for the day-to-day management of all aspects of the school's work whilst delegating the coordination of all the SEND support to the Head of Junior School Learning Support/SENCo (Special Educational Needs Co-ordinator). The SENCo oversees the operation of the School's SEND policy and manages the staff associated with the specific role of supporting the needs of SEND pupils. The SENCo leads the Learning Support Department – which has responsibility for supporting SEN students and their teachers.

The SENCo's role involves:

- Overseeing the day-to-day operation of the School's SEN policy
- Liaising with and advising colleagues
- Coordinating provision for children with special educational needs
- Overseeing the records of all children with special educational needs and monitoring progress made
- Ensuring that appropriate targets are in place, that relevant background information about children with SEN is collected, recorded and updated
- Liaising with parents and other professionals in respect of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment, they may include:

- Different equipment or learning materials
- Extra adult time to advise the nature of the planned intervention and to monitor effectiveness

The SENCo can be contacted via the School Office.

All other members of staff have important day-to-day responsibilities related to SEND. St. Benedict's School recognises that ***all practitioners are teachers of children with special educational needs.*** Teaching such children is therefore a whole school responsibility.

### **External Professionals/Practitioners**

If required, we arrange for suitably qualified external professionals/practitioners to come into School to offer support to individual children whose needs cannot be met by the staffing resources of the School. This additional provision is likely to follow advice from (but not limited to) an Educational Psychologist and could include an Occupational Therapist, Play and Behavioural Therapist or Speech Therapist. Such staff will go through the normal security clearance procedures (with regard to Safer Recruitment Policy) and are paid for by the parents.

### **Partnership with parents and carers**

The ethos of St Benedict's School is to work in partnership with parents or carers to promote learning, achievement, and well-being for pupils. The school community encourages a close partnership with parents in the education of their children. The school recognises the importance of establishing close links with parents in meeting the needs of all pupils. Parental involvement in the process of support throughout their child's school life is invaluable; often they can give insight into the possible causes and help provide a collaborative approach to strategies agreed. Parents are consulted at every stage of response. There is regular contact with parents throughout the school year.

### **Consulting with Pupils**

When appropriate, pupils' views will be sought and considered during the review process and at other key times throughout the year (e.g. when target setting, when completing the SEND pupil questionnaire).

## **St. Benedict's Junior School Approach to SEND**

### **Identification, Assessment and Review**

The School follows the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess:

The class teacher and SENCo should clearly analyse a pupil's needs before identifying a child as needing SEN support.

Plan:

Parents must be notified if it is decided that a pupil is to be provided with *SEN* support

Do:

The class or subject teacher should remain responsible for working with the child daily.

Where the interventions involve group or 1:1 teaching away from the main teacher, he/she retains responsibility for that pupil's learning

Review:

The effectiveness of the support should be reviewed in line with the agreed date.

- Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers or by the SENCo. The School has a system whereby any

member of staff can raise concerns/issues with the class teacher, SENCo or Headmaster about a child with SEN or other barrier to learning.

- We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.
- We are committed to the early identification and intervention of children who may have SEND. Termly monitoring of the progress of pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents and any other records from the child's previous school as required. The School's assessment procedures (see *Assessment Policy*) provide information that is used to identify pupils with SEND. In school we use a range of assessment data—e.g. relevant family/medical history, Foundation Stage Profiles, NFER Baseline, Teacher assessments and other formal tests. We also use a range of diagnostic tests as appropriate. Pupils who fail to make expected progress based on accumulated evidence are placed on a *SEND / Additional Needs Register*. Parents are consulted before this decision is made.

#### **Additional Needs**

- At this stage, an informal *Additional Needs Plan* is drawn up in consultation with the parents/carers where possible, and the pupil. This is recorded on a *Provision Map*.
- Occasional advice may be sought from external agencies to inform effective intervention.
- We then closely monitor the progress made towards short-term outcomes, agreed with pupils and parents/carers. These targets/outcomes are reviewed regularly.
- If a pupil fails to make the expected progress advice may be sought from outside agencies, which may include social as well as educational services. At this stage a specific special educational need may be identified.

Adequate progress can be defined in several ways. It may be progress that:

- closes the attainment gap between the child and its peers
- prevents the attainment gap growing wider
- is like that of peers starting from the same attainment baseline but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

#### **Review Meetings**

- Review meetings are held for pupils on the SEND Register as required. Parents/carers are invited to attend as well as the class teacher. Representatives from external support agencies may also be involved, if appropriate. Pupils may also attend the Review Meeting if it will be of benefit to them.
- For a pupil with an *EHC Plan*, reviews may be more frequent depending on need. An annual review will also be held to review progress towards objectives/outcomes outlined in the

*Statement/EHC*. If an *EHC Plan* is issued there will be an additional review no later than six weeks after the issue date.

### **The SEN and AN Records**

- The *SEN* and *AN* Records are updated termly to consider summative assessment results. Class teachers who wish to nominate additional pupils to be placed on the *AN* record will provide the following evidence to the *SENCo*:
  - Record of Concern
  - Results from any curriculum tests
  - Evidence of strategies already in place
  - Level of attainment
  - A piece of unaided work from the curriculum area deemed to be problematic
  - Other relevant information e.g. medical or family information
  - Overall, Teacher assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

### **Complaints**

The School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the School's *Concerns and Complaints Policy* and procedure.

### **Liaison with Parents/Carers**

- The School works in partnership with parents of pupils in accordance with guidance in the *2014 SEND Code of practice: 0 to 25 years*.
- If the class teacher has an initial concern about a pupil's progress, parents will be invited to discuss this with the teacher at the earliest opportunity and will be told the strategies in place to help their child.
- If a decision is being considered to include a pupil on the *SEND Register*, this will be discussed with parents in advance. Parents will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a pupil's individual plan is drawn up and suggestions as to how the pupil can be supported at home will be given.
- Parents will be invited to the review meetings and their comments will be taken into consideration when deciding upon future action.

### **Education, Health and Care Plans**

If a pupil's Special Educational Needs are severe enough that neither the school nor the pupil's parents can resource further provision, the LEA can be approached for funding to support learning, either in the form of an Education, Health and Care Plan (EHCP). Those eligible for Education, Health and Care Plans (EHCP's), or their parents or carers, will have the right to request a personal budget to fund the specialist services they require. Under the new legislation, Local Authorities are also required to publish detailed information of the support available in their area. This is known as the

'Local Offer' and provision may vary according to local need.

### **Supporting Pupils at School with Medical Conditions**

At St Benedict's School we recognise that our pupils 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 (SEN)* or an *EHC Plan* which brings together health and social care needs, as well as their special educational provision. *The SEND Code of Practice (2014)* is then followed.

### **Transition Arrangements**

- All relevant information is transferred to the Secondary School at the end of Form 2 (Year 6). Secondary school representatives sometimes visit the children in school in the Trinity Term. If necessary, the SENCo will liaise directly with the SENCo of the new School to ensure smooth transition. Additional transition arrangements may be made if it is deemed necessary.
- The class teacher is responsible for passing all information on during internal transfers. The SENCo will monitor transitions across school and will advise accordingly.

### **Admission Arrangements**

Pupils with special needs are admitted to our school according to the same criteria as other pupils, if admission is compatible with:

- the provision of efficient education for the children with whom he/she will be educated.
- the efficient use of resources.

There is no discrimination on the grounds of race, gender, creed, religion or belief, culture, sexual orientation, specific educational need, or disability. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that St Benedict's School cannot make the appropriate provision for a particular child, although the School recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil under the *Disability Discrimination Act (DDA)*.

## **APPENDIX 1 - INFORMATION FOR PARENTS**

**Responsibility:** Parents and teachers have responsibility for taking decisions about the management of a child's learning difficulties.

**External Teaching:** Parents may opt for extra teaching outside the School provided that the teaching is at times which fits in with the remainder of the curriculum, timetable, and community life of the School.

**Information:** Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if you (either parent) or your children or close relations have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere.

**Concerns:** We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.

**Examinations, Access Arrangements and use of Laptops:** Children who have been diagnosed as having a learning difficulty may be eligible for access arrangements in internal examinations and public examinations. You are asked to liaise with the SENCo in good time with respect to this and provide supporting evidence from an Educational Psychologist or other professional who is qualified to provide such recommendations.

### **Alternative Arrangements**

**Withdrawal:** We reserve the right, following consultation with you, having taken all reasonable steps and having made all reasonable adjustments, to ask or require you to withdraw your child from the School if, in our opinion:

- your child needs formal assessment, remedial teaching, learning support or medication to which you do not consent; and/or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and/or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Headmaster, the School is unable to provide, manage or arrange.
- your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

**Alternative Placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

### **Provision for Very Able Pupils**

The School recognises that there are some children in the School whose abilities in many areas of the curriculum far exceed their chronological age, and that these children have very specific needs. These gifted children are initially identified by the class teachers, using information gained from teacher assessment and standardised assessment tests. Such assessments are part of the normal assessment procedure of the School. Once the children have been identified, it is the responsibility of the class and subject teachers to make provision for them in their planning documents. This provision could be in the form of differentiation, and/or the setting of stimulating, challenging extension work or enrichment activities.

Children who are talented in non-academic areas will become the responsibility of the appropriate subject specialist with support given by the *Acceleration, Challenge and Enrichment (ACE) Leader*.

### **Links with Outside Agencies**

The SENCo can advise parents on suitable outside agencies that they can contact for information, assessment, or therapy. These outside agencies include educational psychologists, clinical psychologists, psychiatrists, speech and language therapists, etc. Parents are encouraged to let the SENCo have copies of assessments and are encouraged to provide details of progress so that suitable information can be disseminated to staff and used in planning next steps.

### **Transfer Arrangements**

We have procedures in place to ensure that transfer arrangements take place. Records of all children are sent to the receiving educational establishment for their attention. The SENCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

### **Resources**

Identified materials for use to support children who need additional or different activities are mostly kept with the staff. Some SEND resources are kept within the SEND department and *break out areas* and are freely available for the use of all staff working with SEND pupils. SEND resources will be reviewed annually in consultation with staff.

Funding for SEND is allocated on an annual basis to meet identified needs.