St Charles' Catholic Academy

# SEND POLICY

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| AGREED: | REVIEWED: | NEXT REVIEW: |
| JULY 2017 | SEPTEMBER 2025 | SEPTEMBER 2027 |

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| **Our Mission at St Charles' Catholic Academy is to… LOVE, LEARN, GROW TOGETHER** |
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# ST CHARLES' CATHOLIC ACADEMY
# SPECIAL EDUCATIONAL NEEDS POLICY

**This Policy is in compliance with the SEND Code of Practice 2014**

**Aims and Objectives of policy**

- To acknowledge that the needs of all pupils who may have Educational Special Needs as specified in the Code of Practice 2014 either throughout or at any time during their academyl careers, must be addressed, and their right to a broad, balanced and relevant curriculum, including maximum possible access to the National Curriculum.
- To provide a systematic approach to the development of an environment and procedures which will provide effective support for children experiencing Special Educational Needs, thereby enhancing their selfconfidence, augmenting their skills and encouraging their general development, socially, intellectually, physically and spiritually, with the intention of overcoming the difficulties they are experiencing.
- To reflect the Code of Practice 2014 in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the academy with high expectations for the best possible progress.
- To work within a "person-centered approach" fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To ensure that Pupils with Special Educational Needs will engage in all academy activities wherever possible unless it is detrimental to the welfare of the pupil in accordance with the Special Educational Needs and Disability Act 2014.

**RESPONSIBILITIES**

The Academy Policy recognises the Responsibilities of:

**THE GOVERNING BODY**

The Governing Body will:

- do its best to ensure that the necessary provision is made for any pupil who has a Special Educational Need.
- ensure that, where the `responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.

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- ensure that teachers in the academy are aware of the importance of identifying and providing for those pupils who have special educational needs.
- consult the LA and the governing bodies of other schools/academies, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
  ensure that a pupil with special educational needs joins in the activities together with pupils who do not have special educational needs, so far as is reasonably practical and compatible. Consideration needs to be given to the special educational provision their learning needs call for.

  report to parents on the implementation of the academy's policy for pupils with special educational needs.
- have regard to this Code of Practice when carrying out its duties towards all pupils with special educational needs.
- ensure that parents are notified of a decision by the academy that SEND provision is being made for their child.

**THE SPECIAL NEEDS GOVERNOR**

The Special Needs governor for St. Charles' Academy is Ms S O'callaghan and she can be contacted via the Head Teacher or the Clerk to the Governors.

The SEND Governor will:

- champion inclusion and promote a greater understanding of issues relating to SEND by the Governing Body.
- be familiar with key legislation and policy.
- foster communication between parents/carers of children with SEND and the academy.
- ensure they understand the role of SENDCO/Inclusion Manager and how pupils are supported.
- report regularly to the Governing Body.
- understand how funding received for SEND is allocated by the academy.
- attend training in relation to SEND.
- meet regularly with the SENDCO/ Inclusion Manger.
- monitor the progress of vulnerable pupils.
- review the effectiveness of the SEND Policy.
- help to review SEND policy

**THE HEAD TEACHER**

The Head Teacher will:

- ensure that the Special Educational Needs of every child will be met.
- ensure that those needs are made known to every teacher and helper who may be involved in any way with the child.
- be directly involved with the working party in the discussion and the formation of the register of children with Special Educational Needs.
- monitor the progress of children with Special Educational Needs.
- ensure that staff, carers and external agencies, including the "Team Around the Child" are meeting the needs of statemented children or an EHCP.
- ensure children who are named in an EHAT are monitored and supported as necessary.

- ensure that parents are kept informed of the progress and development of children with Special Educational Needs.
- keep the Governing Body fully informed and also work closely with the academy's SENDCO/ Inclusion Manager

**THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR/ INCLUSION MANAGER**

The Code of Practice advises that in all main stream schools/ academies, there is a designated teacher who manages and co-ordinates the provision for Special Educational Needs and is the leader who plans for its development. In this academy it is, at present, Mrs. J. McKinstry.

The SENDCO/ Inclusion Manager is responsible for:

ensuring all practitioners in the academy understand their responsibilities to children with SEND and the academy's approach to identifying and meeting SEND. • the day to day operation of the academy's SEND Policy.

advising class and subject leaders.

- taking the lead in managing provision for pupils with SEND.
- overseeing that Individual Education Plans for children with Special Educational Needs are updated by class teachers.
- overseeing and updating the academy's SEND information report in line with statutory guidance.
- coordinating the provision, with the Deputy Head Teacher, for children with SEND.
- advising on the graduated approach to providing SEND support.
- working with parents of children with Special Educational Needs.
- liaising with external agencies, including the Educational Psychologist services and other support agencies, medical and social services and voluntary bodies.
- being a key point of contact with external agencies, especially the Local Authority and its support services.
- the keeping of a Special Needs Register of all the children in the academy who are experiencing learning or behavioural difficulties. It will be divided into the categories of School Support and those with an Education, Health Care Plan, and their areas of difficulty noted.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Head Teacher and Governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access. • ensuring that the academy keeps the records of all pupils with SEND up to date.
- monitoring and supporting a graduated approach of Assess, Plan, Do and Review.
- ensuring that resources and support are allocated and maintained to all those pupils who may need additional provision or support staff.
- reviewing pupil progress, tracking achievement and reviewing targeted support on a regular basis. At St. Charles' this happens termly.
- planning appropriate interventions based on analysis and interpretation of data.
- liaising with Nurseries/Early Years providers, other schools/academies and external agencies. • being a key point of contact with external agencies, the Local Authority and its support services.
- liaising with potential next provider of education.

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- working with the Head Teacher and Governors to ensure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ensuring the academy keeps the records of all pupils with SEND up to date.
- ensuring children who are named in an EHAT are monitored and supported as necessary.

**THE CURRICULUM CO-ORDINATOR**

It is the responsibility of the Curriculum Co-ordinator to ensure that there is a range of material available so that the children with Special Educational Needs can follow the requirements of the National Curriculum as much as possible.

**6. THE CLASS TEACHER.**

Class teachers have a professional responsibility and a central role in connection with early identification, assessment and provision; so that special needs may be met before a cycle of failure is established.

They have a responsibility to communicate areas of concerns to the Special Educational Needs Coordinator and to specify action to be taken by support staff, teaching assistants, general assistants and possibly parent helpers.

They are to ensure that the child's parents are aware that their child has Special Educational Needs and at what Stage they are at i.e. School Support or on an Education Health Care Plan. They are to discuss their role in supporting their child at home.

- They are to discuss the child's needs with the Special Educational Needs Co-ordinator and senior staff.
- They have a responsibility to keep accurate records of the stages of development, and the rate of progress.

In order to uphold a whole academy approach, the academy operates a rolling programme of CPD for SEND in order to continue to raise class teachers' knowledge and understanding of the range of SEND.

Class teachers need to devise Individual Education Plan. They are written to meet the needs of children who are at School Support, three times each academic year. Each profile will be followed by a review and adjusted as and when required to ensure that the child's needs continue to be met. Teachers of children who have an EHC Plan will liaise with the SENDCO/Inclusion Manager in the drawing up of an Individual Education Plan twice annually followed by a review. At parent meetings, which occur 3 times a year, the parents of children who are on the SEND Register are consulted about any concerns and asked to contribute to any area they feel they would like to be included. Teachers are required to liaise with the SENDCO over the progress and general well-being of the children who are named in an EHAT. These are shared with teaching assistants who are involved with the child.

**ADMISSIONS** in accordance with the 2014 Code of Practice and in keeping with the Equality Act 2010, the academy will:

- admit pupils with already identified needs
- provide for pupils not previously identified as having Special Educational Needs.
- treat fairly, all applicants for admission.

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- endeavour to make “reasonable adjustments” to facilitate access in accordance with the Special Educational Needs and Disability Act.

**PROCEDURES**

The academy will have regard to the Code of Practice in ensuring that clear, staged procedures for identifying, assessing, recording and reviewing Special Educational Needs are developed

**IDENTIFICATION**

Special Educational Needs normally fall into four categories:

- Cognition and Learning • Communication and interaction.
- Sensory and/or Physical Needs.
- Social, Emotional and Mental Health difficulties.

These areas exemplify the range of need for which the academy is able to identify and provide support from within the academy’s provision.

- The purpose of identification is to work out what action the academy needs to take, not to fit a pupil into a category. The academy identifies the needs of pupils by considering the needs of the whole child.
- The ability to identify SEND and adapt teaching to the diverse needs of pupils is a core requirement of the Teachers’ Standards 2012.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO/ Inclusion Manager works closely with Assessment Co-ordinator to interrogate the academy tracking data and ASP data.

At St Charles' Academy we also use a number of indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including EYFSP, termly and yearly assessments.
- Any teacher or support staff concerns
- Tracking individual pupil progress over time.
- Very close liaison with EYFS staff and the SENDCO/Inclusion Manager and parents.
- Information from previous schools/ academies Information from other services.

**NURSERY and EYFS**

By teacher observations and using the Foundation stage pupil profile for the seven areas of learning.

**KEY STAGES 1 and 2**

After assessments, children who are deemed to be "Pre-Working Towards Expected Attainment" are placed on the SEND Register as "School Support" and an Individual Education Plan written.

**EHC PLAN**

Pupils with an EHC Plan are reviewed annually with the involvement of the Local Authority.

**How St Charles' Academy teaches pupils with Special Educational Needs.**

- Differentiated quality first teaching as a priority for all pupils including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision into place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the child in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

**ASSESS:**

In assessing a child, the academy will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil and their previous progress and attainment. This is put in the context of the individual's development compared to the academy's core approach to pupil's progress, attainment and behaviour of their peers and national data. The academy liaises fully with any outside agencies who are conducting the assessments. Any concerns by parents actively listened to and recorded. Assessments are reviewed every half term.

**PLAN:**

We recognise that we must formally notify parents if their child is being provided with SEND support. The teacher and SENDCO/ Inclusion Manager agree with the parent and the pupil, if appropriate, the adjustments, interventions and support to be put in place as well as the expected impact on progress, developments or behaviour along with a clear date for review. Children who are on the Register for academic reasons will be assessed, and targets set, using PIVATs.

**DO**

The SENDCO/ Inclusion Manager supports the class teacher and advises on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one-to-one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan the impact of support and how they can be linked to classroom teaching.

**REVIEW**

Reviews are carried out on agreed date. The Educational, Health Care Plans are reviewed annually by the Local Authority in partnership with the academy. We strive to provide clear information to the parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

When a class teacher or the SENDCO/ Inclusion Manager identifies a child with SEND the class teacher should provide interventions that are *additional to* or *different from* those provided as part of the academy's usual differentiated curriculum and strategies. Our academy operates intervention programmes of Basic Skills in Numeracy and Literacy, Fresh Start and Social and Communication Groups. These Intervention programmes are delivered by current, appropriately trained Learning Support Assistants or qualified Teachers. These children will then be placed at "School Support".

**EDUCATION, HEALTH CARE PLANS**

A request for an Educational Health Care Plan will be made when, despite the academy, with the help of external specialists, taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently.

**METHODOLOGY**

a) We believe that teaching and learning strategies should allow entitlement to the whole curriculum for each child. It is necessary to differentiate and adapt the work in order that it is suitable for the children with SEND. For children who are on the SEND register, an Individual Education Plan will be designed by the class teacher and the SENDCO/ Inclusion Manager. For children with an EHC Plan there will be an input from external specialists. Differentiation is an important part of all curriculum planning to ensure that the needs of the children, not just with SEND but also the more able children, are met. Targets are set in Numeracy and Literacy for all children and parents are informed of them so that they can contribute to the progress of their child. The children are encouraged to contribute to any targets on their One Page Profile.

b) The additional staffing i.e. teaching assistants and resources that are allocated to assist teachers in providing support for all pupils is decided by the Head Teacher, the SENDCO/ Inclusion Manager and the Senior Leadership Team. They are allocated according to the number of EHC children in a class, or those whose EHCs are being prepared and also the number of children on the Special Needs Register. The time tabling and allocation of these resources is carried out at the beginning of each term. This is, however, a flexible arrangement in as much as it can be altered at any time, should a situation arise where the needs of a child or a group of children become more urgent. Once the staff and resources have been allocated it is the class teacher who decides how they will be used.

c) We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times,

though, when to maximise learning e.g. following a Numeracy or Literacy intervention programme, the children work in small groups or in a one-to-one situation outside the classroom.

**RESOURCES**

We believe that the human and physical resources should be adequate to implement the academy's SEND policy. The SENDCO / Inclusion Manager is responsible for providing resources for Special Needs in the academy and that they are available to all members of staff and teaching assistants.

The resources are matched with the needs of the pupils and are monitored and updated according to present needs. Should it be felt that any pupil requires additional assistance from an external agency, it is the responsibility of the SENDCO/ Inclusion Manager to liaise with the agencies and to complete necessary referral forms.

**COMMUNICATION**

It is vital that there is effective communication on the issue of SEND, and that the procedures for sharing information and collaboration meet the needs of all the children.

The SENDCO/ Inclusion Manager and support staff will hold termly meetings to review progress and to make collective decisions on the way forward for SEND children within the academy.

The relevant documentation is readily available to those who need it, on request, as confidentiality is ensured by it being stored and locked away by the Head Teacher and SENDCO / Inclusion Manager who both hold copies of relevant information.

Copies of reports are put in the child's individual record which can be kept by the class teacher with the rest of the class and is subsequently, automatically passed on throughout the child's career in the academy.

Information regarding all aspects of SEND including the SEND Policy and The Local Offer can be accessed via the academy's website.

**TRANSPORT**

There may be occasions where pupils are exposed to additional vulnerability when travelling to and from school for example arriving to school using transport organised by the local authority. In cases where pupils are identified as having additional vulnerabilities an appropriate risk assessment must be put in place. This includes all pupils including those identified as having SEND, pupils with an EHCP, pupils that are open to social care, looked after children and young carers.

**PARENTAL INVOLVEMENT**

It is the policy of the academy that the parents of all children are informed about their education throughout their academy career. However, the parents of children with SEND will be in contact with the academy more often and are encouraged to be more actively involved.

a) When a child starts the academy, the parents are told that information relating to SEND provision, including the SEND policy, is available on the academy website.

b) There are three Open Evenings during the academic year and the parents are given an opportunity to view the work, to express their concerns, to view the Individual Education Plan and to make any additions or alterations they feel would help their child. In addition to this the parents of children at School Support are invited at the same meeting to a separate interview with the SENDCO/ Inclusion Manger to discuss progress and further action.

c) If a child is placed on the Special Needs Register the parents are informed and told of the extra support their child will be receiving.

d) If parents are concerned about any difficulties their child may be experiencing they can, at any time, make an appointment to see the class teacher, the Head Teacher or the SENDCO/ Inclusion Manager to discuss the needs and the way forward.

e) If a child has an EHC Plan, the parents are actively involved in the identifying and assessing special needs in the review process.

f) Parents of children with SEND are encouraged to be actively involved in the education of their children.

g) The Reading Record book is a valuable form of communication between the teacher and the parents. The teacher can inform them of any aspect that needs reinforcement and how well they have performed that day. Likewise, the parent can tell the teacher where the child had difficulty. If it is considered appropriate the parents can come into the academy in order to assist their child.

**PUPIL PARTICIPATION**

In St Charles' Academy we encourage children to take responsibility and to make decisions. This is part of the culture of our academy and relates to children of all ages. The work in Nursery and the Early Years recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their OPPs in the termly OPP Review meetings. Children are encouraged to make judgements about their own performance against their Individual Education Plan targets.

**STAFF DEVELOPMENT**

In the academy there is effective procedure for identifying and prioritising staff development needs. At the beginning of the summer term, there is discussion involving all members of staff concerning the Self Evaluation Form. The staff training in relation to SEND is incorporated into the academy's INSET from the academy's development plan. The issue of SEND is evaluated within the Staff development process by the systems that are in place the staff seeing the need and reacting to it analysing test results.

**THE ROLE OF THE SUPPORT SERVICES**

The academy initiates, develops and maintains contact with LA support services and outside agencies in order to determine the contribution to be made to the Special Needs practices in the academy. These agencies may include:

- S.E.N.I.S.S.
- Educational Psychologist
- E.W.O.
- Seedlings
- OSSME
- Speech and language therapist
- Occupational therapist
- Family Support Service
- Social Services

- C.A.M.H.S.
- ASD Pathway /ADHD Pathway
- School Nurse/ School Health

The academy ensures at staff meetings that, through discussion, members of staff understand the nature of the relevant external agencies and procedures. Members of external agencies are invited into academy on inset days or staff meetings to discuss their various roles and to assist staff in dealing with problems that may arise.

**COMPLAINTS PROCEDURE**

If a parent has a complaint regarding the SEND provision, the following procedure should be undertaken:

1) Initially the parents should discuss the matter with the child's class teacher.
2) If further clarification or explanation is required, the parent should discuss the matter with the Head Teacher or SENDCO/ Inclusion Manager.
3) If the matter remains unresolved, the parent should contact the Chair of Governors with the intention of the matter being discussed by the Governors.
4) If a parent remains dissatisfied with the explanation or decision given by the governors, the parent may wish to contact the Local Authority to act as a mediator.

**RECORD KEEPING**

Assessment and progress data are kept centrally for all pupils in the academy. In addition to this, children with Special Needs, will have any assessments, results, pieces of work and case notes kept securely by the SENDCO/ Inclusion Manager. At the end of Year 6, the class teacher, in consultation with the SENDCO/ Inclusion Manager, completes the relevant documentation and ensures that all the child's records are forwarded to the appropriate Secondary School/Academy. This follows a meeting attended by the SENDCO/ Inclusion Manager with the SENDCOs/ Inclusion Managers from each of the Secondary Schools/Academies they are going to attend.

**EVALUATION**

The academy will ensure that the policy remains pertinent by having known procedures to evaluate the implementation of the policy and report these to the Head Teacher and the Governing Body. The effectiveness of intervention and extra support is evaluated by analysing test results at the termly, SEND Governors Committee meetings.

The policy and procedures are reviewed and updated annually when the SENDCO/ Inclusion Manger and Head Teacher meet, and by continuous monitoring. The whole staff is then involved.

**LIAISING WITH OTHER SCHOOLS/ACADEMIES**

The academy ensures that, wherever possible, the pupils with SEND have the opportunity to access provision that may be on offer from other schools/ academies. For children in Year 6, the SENDCO/ Inclusion Manager meets with other SENDCOs/ Inclusion Managers of the Secondary schools/academies they are transferring to, enabling continuous provision. If possible, a visit is arranged for the child and parents to meet personally the SENDCO/ Inclusion Manager of the appropriate school/academy.