



# Oratory R.C. Primary and Nursery School



**'Shine as to be a light to others'**

## Special Educational Needs

<b>Last Review Date of this Policy:</b>	<b>Date of this Policy:</b>	<b>Reviewed by:</b>	<b>Date to be ratified by FGB</b>	<b>Date for next review:</b>	<b>Date to be next ratified by FGB:</b>	<b>Review Frequency</b>
<b>October 2016</b>	<b>September 2018</b>	<ul style="list-style-type: none"> <li>• Strategic Leadership Team Sept 18</li> <li>• PPA Committee, December 18</li> </ul>	<b>January 2019</b>	<b>September 2020</b>	<b>September 2020</b>	<b>Every two years</b>
<b>How will Governors assure the Oratory community that this policy is being implemented:</b>		<b>Governors to monitor and evaluate implementation through:</b> <ul style="list-style-type: none"> <li>• Nominated SEND Governor visits to the school</li> <li>• Nominated SEND Governor reports to the FGB</li> <li>• SEND Information Report to Governors</li> <li>• Inclusion Impact Report</li> <li>• HT's Report to Governors</li> </ul>				

# ORATORY RC PRIMARY SCHOOL

## Special Educational Needs Policy

(See also the SEND Report and School Offer, Equal Opportunities and EAL Policies and the Accessibility Plan)

### **Introduction**

This policy is written to be in accordance with The Children and Families Act 2014 which came into force from the 1st September 2014 and the SEND Code of Practice that accompanied the legislation.

More details about the Act and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education, Health and Care Plan (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. Further details regarding the Birmingham Local Offer can be found at:

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_SEND](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_SEND)

At the Oratory we value the importance of inclusion and ensuring that we provide a broad and balanced curriculum that caters for all children despite their difficulties. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **Aims**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child and therefore ensure all children are fully included in all areas of the curriculum and wider school life.
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents/carers/carers are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

1.

## **Educational inclusion**

At the Oratory we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. 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. Through appropriate curricular provision, we respect the fact that some children will require extra support through their schooling.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;

## Special educational needs

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

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 or mainstream post-16 institutions.

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Responsibility for the coordination of SEND provision

The person responsible for managing inclusion within the school and co-ordinating the day to day provision of education for pupils with SEND is Mark Paine (SENDCO). This is part of his overall role as Inclusion Leader.

### Arrangements for coordinating SEND provision

All staff can access:

- The SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including Individual Target Plans, and child friendly targets
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Birmingham's SEND Local Offer

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

### Types of SEND

SEND is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND (see EAL Policy).

### **Disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

### **Early identification at Oratory**

We believe that early identification of SEND, whether it is a social, emotional, physical, communication or specific learning difficulty, is crucial to the wellbeing of all of our children.

To support us in our early intervention we:

- carry out home visits for all Nursery pupils
- attend transition reviews for all pupils with SEND and liaise with Educational Psychologists or any external agencies working with the children who are joining us.
- ensure that appropriate interventions are planned and discussed prior to the child joining Early Years Foundation Stage.

This allows us to meet the parents/carers/carers and gives us the opportunity to discuss the child’s strengths and needs. This allows for any additional resources, interventions or arrangements to be put in place quickly and referrals to be actioned before or just after the child starts attending. The SENDCO will

arrange to meet the parents/carers/carers of pupils identified as requiring additional support early in the Autumn term.

### **Identifying pupils with SEND**

Identification of pupils who require additional support or outside agency involvement is ongoing until the end of Year 6.

We do this by:

- analysing assessment data on at least a termly basis to identify pupils who are not meeting age related expectations
- class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- providing all staff and parents/carers/carers with the opportunity to discuss their concerns with teachers or the SENDCO at any time
- liaising with parents/carers/carers

### **A graduated approach:**

#### **Quality First Teaching**

1. Any pupils who are falling outside of the range of expected academic achievement in line with age expectations will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through (b) and (d) it can be determined which level of provision the child will need going forward.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. (Identified as 'Concern' on the school's SEND Register)
7. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

#### **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- 1. Assess**
- 2. Plan**
- 3. Do**
- 4. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the

identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **1. Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### **2. Plan**

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on the child's progress that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The children will be provided with child friendly targets on their ITP with a copy being sent home for parents/carers to sign and keep at home so they can support their child's learning

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **3. Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and other adults supporting the children to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Identifying pupils with SEN

Identification of pupils who require additional support or outside agency involvement is ongoing until the end of Year 6.

We do this by:

- Analysing assessment data on at least a termly basis to identify pupils who are not meeting age related expectations;

- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback;
- Providing all staff and parents/carers with the opportunity to discuss their concerns at any time;
- Liaising with parents/carers.

Provision - What happens once a pupil has been identified?

Any child identified as needing to be placed on the SEND Register will receive additional support. This is outlined on the Provision Map which shows:

- name of the intervention
- number of pupils undertaking the intervention
- number of groups running the intervention
- number of hours each week
- cost of the intervention

The Individual Provision Map shows the names all pupils who are being supported and the interventions that they are receiving.

Both of these documents can be found on the Arbor MIS and are regularly checked by the SENDCO.

#### Support Reviews

The support, targets and success criteria for each SEND pupil are outlined on their ITPs. These plans are formally reviewed three times a year in conjunction with the pupils and parent/carers. Over the last three years, there has been an emphasis on greater pupil and parent/carer involvement in the review process with parents/carers completing a pre-review form stating what they feel are their child's areas of weakness. Pupils from Year 2 upwards are invited to attend their reviews. All ITPs are read and signed by the child, parent/carer, class teacher and Inclusion Leader.

#### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a Team Around the Child meeting (TAC). The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers/carers
- Teachers
- SENDCO
- External services such as the Communication and Autism Team and Pupil and School Support
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A

decision will be made by a panel at SENAR about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council (or another local authority such as Sandwell), if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to a part of school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by SENAR. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

### **Access to the curriculum, information and external services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided when necessary. Staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. External services can also provide training and information.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available, within the confines of our staffing structure, where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

#### **4. Review: Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of Learning Together Days, termly ITP reviews with teachers, discussion and through progress meetings with parents/carers. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which is updated termly. These are updated by the SENDCO in collaboration with staff working with the children.

#### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents/carers. Parents/carers will need to sign a letter giving permission for the particular service to become involved.

#### **Working in partnerships with parents/carers**

At the Oratory we believe that a close working relationship with parents/carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

#### **The Role of the Governing Board**

The Governing Board has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Board does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents/carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Board has identified a governor to have specific oversight of the school's provision for pupils with SEND - Miss Carol Parkinson. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The SENDCO writes an impact report for the Full Governing Board to inform the governing body of how the funding allocated to support special educational needs has been employed and how successful the various interventions have been.

M. Paine (SENDCO – Inclusion Lead)

Latest Review September 2018