



St Ralph Sherwin
Catholic Multi Academy Trust



All Saints and St Margaret's Catholic Voluntary Academy

SEND POLICY AND INFORMATION REPORT 2021-2022

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1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

It is the vision of all staff and governors to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr. B. Steane.

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive support and high-quality teaching

Advise on the graduated approach to providing SEN 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 with regard to reasonable adjustments and access arrangements

Ensure the school keeps up to date records of SEND in school

4.2 The SEN governor

Our SEN Governor is Mrs. G. McGrath.

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Work in conjunction with the SENCO when developing policy and monitoring

4.3 The headteacher

The headteacher will:

Work with the SENCO and SEN 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 SEN and/or a disability

4.4 Class teachers

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 SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

SEN INFORMATION REPORT

2021-2022

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs that may include:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We use a child-centred approach and involve parents at the earliest opportunity. We will have an early discussion with the pupil and their parents when identifying whether they need 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' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO and any outside agencies to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Quality First Teaching

The QFT approach:

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
2. Once a pupil has been identified as possibly having SEN 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 support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school
4. Staff will consult the SENCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school
8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings
9. Parents' evenings and IEP review meetings are used to monitor and assess progress being made by the children.

The assessment will be reviewed regularly. Outcomes will be specifically tailored to the pupil's individual needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

In the event of school closures, communication with parents, children and other agencies will continue to the best of our ability through online and telephone communications. This will also be the case if annual reviews are due to be submitted.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils from our Federation transition to several local secondary schools, including:

- St Philip Howard
- Glossopdale Community College
- Longdendale High School
- St Thomas More (Buxton)

The SENCO will help and support pupils and parents with the transition process. This includes liaising and meeting with secondary SENCO's, arranging extra transition visits and meetings to ensure that the pupil is well prepared and looking forward to their secondary education, as well as supporting parents with any concerns and questions.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Pupils with SEN fall in to one of the groups explained below:

- Access support within normal class routines (QFT)
- SEN support
- GRIP Funding
- Educational Health and Care Plan

High-quality teaching, known as Quality First Teaching is our first step in responding to pupils who have SEN.

When needed, this will be differentiated for individual pupils.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

SEN Support

SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

All children receiving SEN Support will be recorded on the School Provision Map. This is updated at least 3 times a year and is a working document. The SENCO will keep updated copies of the Provision Map for each year group.

The SENCO will take the lead in the termly review process. Parents/carers and wherever possible, their child, will be fully informed at parents' evenings or at other times, and will be consulted about any further action.

Grip Funding

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. If this is the case, a decision may be made to apply for a Graduated Response for Individual Pupil (GRIP).

For a child who is not making adequate progress, despite SEND Support over and above the standard provision schools are expected to make for a child with SEND, and in agreement with the parents/carers and child (where appropriate), the school may make a GRIP application to request extra funding from the LA in order to make further provision for the child. If agreed, documentation is returned to schools with funding agreement from the LA towards the expected outcomes written by the school. The allocation is for one year from the approval date and the date it will cease is specified in the letter to schools. When the plan is due for review this is done by the school with parents/carers and any services involved and the evaluation form is completed showing recommendations. Each year new outcomes must be written for the following year and if appropriate, GRIP funding can continue year on year or be reduced, increased or ceased depending on progress.

Education, Health and Care Plan (EHCP)

For a child with more complex needs unable to be met by the GRIP and possibly requiring support from Health and Social Care Services, as well as Education, and in agreement with the parents, carers and child (where appropriate), a decision may be made to ask the LA to carry out a statutory assessment of the child's educational, health and social care needs. Education Health and Care Plan (EHCP) – Previously known as a Statement of Educational Need.

A child who has an Education Health and Care Plan will continue to have arrangements as for GRIP, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

More information about an EHCP can be found here:

<http://www.derbyshiresendlocaloffer.org/>

5.7 Adaptations to the curriculum and learning environment

We make adaptations to ensure all pupils' needs are met. These can include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Creating dedicated work spaces for pupils with high needs

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Dynamo maths, ELSA, Precision Teaching.

Teaching assistants will support pupils on a 1:1 basis or within small groups within the classroom whenever possible.

We work closely with a range of agencies to provide support for pupils with SEN including:

- Educational Psychology
- Behaviour Support
- SSEN Service
- Dyslexia Specialist

- Healthy Young Minds
- Hearing and Sight impairment
- Speech and Language therapy
- Autism Outreach
- School Nurse
- Social Servicers

5.9 Expertise and training of staff

Our SENCO has over 15 years' experience in this role and has taught across the primary age range since qualifying over 20 years ago. The SENCO also works collaboratively with other SENCO's within the MAT as part of the SEND Leads cluster group, with regular meetings, updates and sharing good practice.

We have a team of skilled teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver a variety of support.

We use specialist staff for specific needs such as formal assessment of need, the Specialist Service for Special Educational Needs (SSSEN) who work with staff and pupils, as well as providing advice and follow-up tasks.

5.10 Securing equipment and facilities

All Saints and St Margaret's School sites have had investment to ensure they comply with accessibility requirements. In addition, examples of equipment and facilities include:

- Both school sites are equipped with disabled toilet access, and all rooms are wheelchair friendly.
- Paths and ramps have been created to ensure children in wheelchairs are able to access all areas of the school, playground and school field

- Specialist equipment required to support children with their learning (e.g. specialist laptops and equipment, rising and falling tables, adjustable work chairs) is also made available as advised by outside agencies involved with the child's care.
- Smaller items of equipment used to assist children with their learning (e.g. pencil grips, writing slopes, coloured paper, wedge cushions) are routinely provided by the school where a need is identified.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Involving parents in processes and decision making
- Using pupil questionnaires
- Monitoring by the SENCO in collaboration with the SEND governor and Head Teacher
- Using provision maps to record and monitor progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We recognise that 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 and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Arrangements are put in place to support individual pupils with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up.

Staff administering medicines or working with children with specific needs will have appropriate training.

All school staff place the safety of all our children as high priority, however we understand the need to be extra vigilant to prevent any forms of bullying against our SEN children.

COVID-19

In the event of a national event such as a pandemic, staff will use child friendly resources to explain the situation and answer questions as fully as possible to manage anxiety.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential visits

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development including:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.
- We use I Decision, which helps pupils make good decisions about various situations
- We have ELSA trained staff who deliver targeted emotional support to vulnerable pupils
- We have staff members trained in Mental Health First Aid.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance to resolve the situation. If the situation cannot be resolved quickly and is of a more serious nature, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination which may include:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Derbyshire Information, Advice and Support Service (DIASS – Formerly known as Parent Partnership).

DIASS provide independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. They aim to help parents and carers increase their involvement in the education of their children and ensure that they have access to information and advice about issues relating to the child or young person's health and social care.

Contact details for DIASS:

- Main Office: 01629 533660 (Opening hours Mon – Fri 9.30am – 3pm)
- Advice Line: 01629 533668
- E-mail: ias.service@derbyshire.gov.uk •

Website: www.derbyshireiass.co.uk

Other support services are available through school and your G.P.

5.16 Contact details for raising concerns

Please contact the school and ask for Mr Steane, SENCO, or Mrs. Beaumont, Head Teacher.

5.17 The local authority local offer

As part of the guidance surrounding the provision made for children with Special Educational Needs and Disabilities, Local Authorities have a duty to produce a Local Offer. The Derbyshire Local Offer aims to pull together information about all the services available

to those supporting children with SEND. It aims to be clear and accessible, and includes information about leisure and activity providers, health and care services, education providers and support groups. Our local authority's local offer is published here:

www.derbyshiresendlocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO together with the SEN Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions