



# SEND Policy

## St John Boste Catholic Primary School

Head teacher – Mrs D Cushlow

SENDCo – Mrs C O'Reilly-Nutton

The SEND Governor – Mrs K Atkinson

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## Our School Vision

Our school will care for and nurture all our pupils through seeking out and developing the uniqueness of them all as made by God, enabling them to grow together in faith and develop to their full potential. In doing so, we strive to ensure that every pupil leaves St John Boste school having been challenged to always to do their best using the talents, gifts and skills they have. We aim for every child to experience success, to have a sense of pride in themselves, in their achievements and in how they have contributed to the good of others.

The following policy is informed by the Special Educational Needs Code of Practice 2014 which the school has a statutory obligation to adhere to.

## Aims

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Develop all children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school
- Involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school
- Comply with the 2014 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through an adapted curriculum.

## Inclusion Statement

Through appropriate curriculum provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies and learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

## Special Educational Needs and Disabilities (SEND) Areas of Need

There are 4 broad areas of Special Educational Needs, these are:

### **Cognition and Learning**

Cognition refers to the thinking skills, memory and thought processes that a child has acquired through their prior experiences. Learning Needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate adaptations. Learning needs can be general or specific, Specific Learning difficulties can encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children with speech, language and communication needs have a difficulty in communicating with others. This may be because they have difficulty producing speech sounds, understanding what is being said to them and also the social rules of communication. This area of needs includes children with Autism Spectrum Disorder (ASD) and those with Speech, Language and Communication Needs.

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties which can present in different ways. These can include becoming withdrawn, isolated as well as displaying challenging, disruptive and distressing behaviour. These behaviours may reflect underlying mental health concerns such as anxiety, depression, self-harm and eating disorders. Other children have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

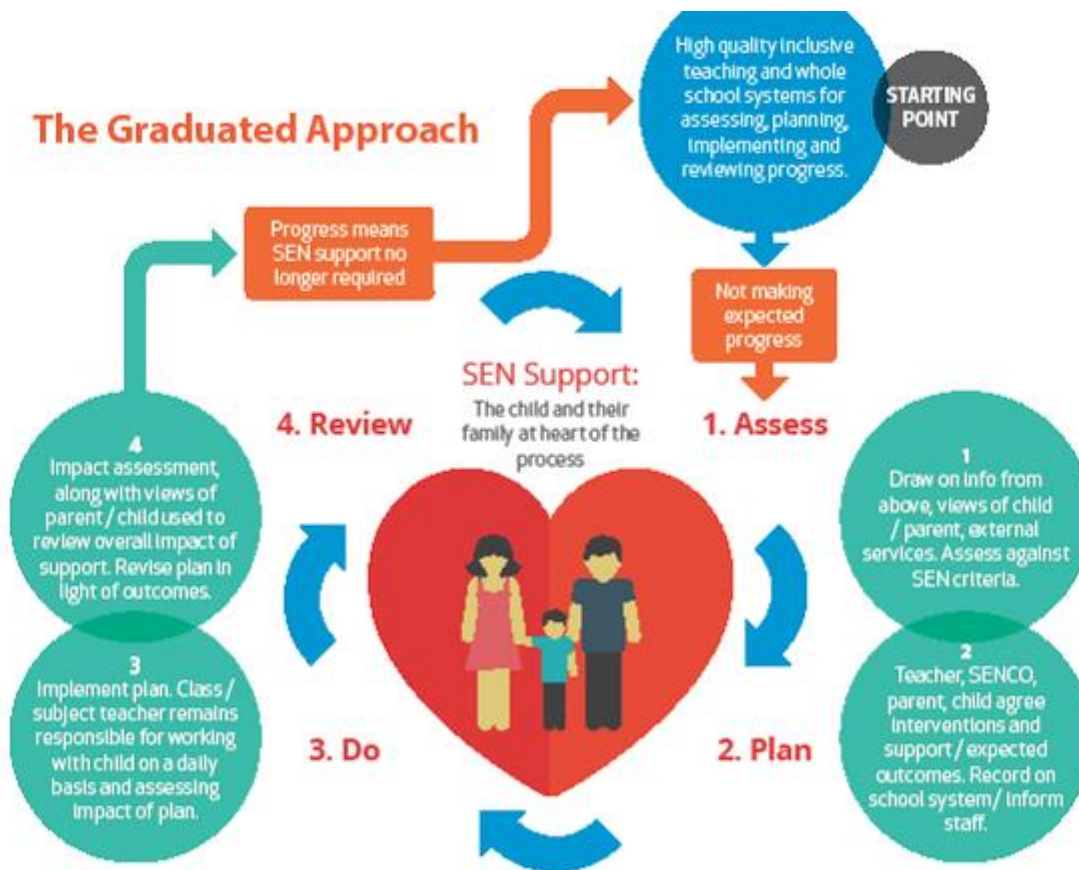
### **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## Identification and Assessment of Special Educational Needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEND.

For learners identified as having SEND, school will act to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four-part cycle **Assess, Plan, Do, Review**, with actions revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate:



The Assess, Plan Do, Review approach will be applied at each of these levels. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The Graduated Approach to SEND provision and allocation to the SEND register

Class teachers plan activities to be given to pupils at the appropriate level of need to ensure success and progress to be achieved. All children will receive Quality First Teaching regardless of their needs and abilities within our school.

Wave 1	Those that are under achieving or those who are having difficulties will be placed onto Wave 1. At this stage, a discussion between the SENDCo and class teacher will be had about the provision currently in place. If appropriate, reasonable adjustments will be made to help a child succeed. Parents will be informed of these reasonable adjustments. A one-page profile will be created which states the reasonable adjustments given. If little progress is made with reasonable adjustments in place, this will be noted and addressed by the class teacher and will be discussed with the Senior Leadership Team and/or the SENDCo during a
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	<p>termly 'Pupil Progress Review'. At this review, further or alternative strategies will be discussed, and these changes will be implemented at the earliest opportunity, if appropriate, these should be added to their one-page profile.</p> <p><b>Review process</b></p> <p>Profile prepared by class teacher (approved by SENDCo).</p> <p>Profile passed onto next class teacher.</p> <p>Class teacher to meet with parents in school year to share profile.</p> <p>Termly review internally by class teacher.</p> <p>If the class teacher considers that changes need to be made, either removal from Wave 1 or moving up the Waves (or changes to reasonable adjustments), consult with SENDCo.</p>
Wave 2	<p>Those pupils who are still having difficulties, are not making the expected progress or need identified gaps addressed, will be placed on Wave 2 to receive time limited intervention. At this stage, a pupil progress meeting will take place between the class teacher and the SLT to identify intervention need and gaps to be addressed (advice can be sought from the SENDCo). These interventions will be time limited (e.g. 6 weeks). At the end of this intervention, an assessment will take place to see if progress has been made or the identified gap filled.</p> <p><b>Review process</b></p> <p>Review at end of intervention timescale (or termly/linked to data collection), discussed at pupil progress meetings.</p> <p>Pupil may be moved down/removed from Wave 2; pupil may require further Wave 2; pupil may need to move to Wave 3. If moving to Wave 3, SENDCo to become further involved.</p>
Wave 3	<p><b><u>SEND Register</u></b></p> <p>If the child still has a significant gap or need in relation to the four areas: cognition and learning, communication and interaction, social, emotional and mental health or physical and/or sensory needs; their attainment is two or more years below; the child needs ongoing intervention in order to make progress or there has been involvement from outside agencies which has normally been requested/identified by school, then the child may be added to the SEND register.</p>

	<p>This process will be part of a discussion with the class teacher, SENDCo and parents/carers. On the SEND register, a child receives additional and specific support in class and the child will receive an Individual Support Plan with SMART targets. These targets are written by the class teacher and approved by the SENDCo.</p> <p>If a child has been added to the School SEND register, then an assessment of needs should be completed straight away using Together for Children Sunderland SEND Ranges. This will help the class teacher to identify what are the areas of support required. SEND Ranges assessments will take place termly.</p> <p>If further advice or support is needed, the SENDCo can request support from relevant Outside Agencies, through a referral form which is completed by the Class Teacher, SENDCo and with parent consultation.</p> <p><b><u>Review process</u></b></p> <p>A plan will be created which highlights the provision strategies to be used to support this child each term.</p> <p>The Support Plan targets will be shared with the child’s parents and reviewed each term in a SEND review meeting with the parents and class teacher.</p> <p>Annual review with parents and Class teacher ( and TA if appropriate), led by SENDCo.</p>
Wave 4	<p><b><u>EHCP</u></b></p> <p>Due to their complex needs, children who require an Education, Health and Care Plan (EHCP) will often be involved with health and social care agencies. These outside agencies will be involved in the preparation of the EHCP. The SENDCo can make a request for an EHCP assessment and this is completed in partnership with the class teacher, parents and outside agencies. If a child’s EHCP is accepted, a child receives specific support in class part funded by the LA.</p> <p><b><u>Review process</u></b></p> <p>The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the lead professional.</p>

## Monitoring Stage

If the class teacher or parents have any concern about the child's progress or have concerns about the child showing some difficulty in relation to the four areas of need, the child may be placed onto the 'monitoring list'. This states what the area of concern is and what the teacher intends to do to support the child. These children are closely monitored and targeted by the class teacher through targeted work. If the child makes no progress, is still working below expected levels or is still showing persistent difficulties in accessing the curriculum by the next termly assessment date or when appropriate, then a decision will be made, in conjunction with the SENDCo, about whether the child should be placed on wave 1, 2 or 3.

## One Page Profile

A one-page profile is a summary of what is important to a child and how they want to be supported on Wave 1. It can help them to get more person-centred care and support to achieve their goals. A one-page profile captures all the important information about a child on a single sheet of paper. Information for the one-page profile is gathered through a conversation with the child or if necessary, through teacher knowledge.

All pupils with SEND will get a new one-page profile at the start of the Autumn Term, after settling into their new class or as and when the provision given changes. Pupils who are on the monitoring list will also receive a one-page profile when they are added to the monitoring list and this will be updated at the start of Autumn Term or as and when the provision given changes. One-page profile profiles will be shared with parents when the child is placed onto Wave 1, at the start of each year, or when/if the pupil profile is updated throughout the year.

## The triggers to be added to SEND Register:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment, regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

- Interventions put in place have had little or no impact on learning or progress.

### Outside Agencies

The school works in partnership with a range of outside agencies (Including, but not limited to, Paediatrics, Educational Psychology, Language and Learning, Speech and Language Therapy, Occupational Therapy, and Autism Outreach Team). Professionals should be involved during the Assess, Do, Review, Plan Process and when considering this process is not adequately resolving and supporting the needs of the child, so that they can advise teachers on Support Plan targets and accompanying strategies.

Outside agencies should be provided with up to date information about the pupil, including all previous intervention. This must be in the form of three (3) Support Plans (2 evaluated and 1 current).

### Progression to an SEND Education Health and Care Plan

A small number of pupils with significant learning needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP). These children will typically be at Range 4 or above on the Together for Children Sunderland SEND Ranges.

In order to determine if an assessment is to be carried out, the SENDCo will lead a needs request meeting, developed in partnership with parents, the child, class teachers and any relevant external agencies. The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

The Local Authority statutory assessment involves a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports. At the end of the assessment phase the Local Authority panel will consider these reports to help decide whether or not to issue an Education Health Care Plan for the child. Should the panel decide against an Education Health and Care Plan, it is then up to the school to look again at the provision for the child and to formulate new strategies and a support plan. If the panel agrees to proceed with an Education Health and Care Plan, all documentation from professionals is considered and a draft plan naming provision and/or budget would be issued before publishing a final copy.

The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the lead professional.

## Together for Children Sunderland SEND Ranges

The SEND Ranges provide a core framework for all professionals working with pupils and give greater clarity for parents, families and carers in terms of what their child's needs are, and what each child is receiving. The SEND Ranges descriptors are based on national best practice in determining and describing the needs of children and young people with SEND. They are based on the four areas of need within the SEND Code of Practice.

They provide a helpful reference point in relation to identifying level of need, and will support children and young people with additional needs with consistency across schools.

The SEND Ranges are broken down into EYFS, Primary, Secondary and POST 16, tailoring the advice, provision and support appropriate for the age range.

<b>1</b>	MILD – School Setting based responses – Universal Mainstream
<b>2</b>	MILD/MODERATE – School Setting based responses – Universal /Targeted Mainstream
<b>3</b>	MODERATE – School Setting based responses – Targeted Mainstream
<b>4</b>	SIGNIFICANT – Targeted/Specialist either in mainstream or specialist additional resource
<b>5</b>	SEVERE – Specialist Resource/Special School
<b>6</b>	PROFOUND - Specialist Resource/Special School
<b>7</b>	PROFOUND - Specialist Resource/Hospitalisation

The SEND Ranges also include targets linked to Preparation for Adulthood (PfA) to meet the needs and aspirations of the child in the areas of employability/education, independence, community participation and health.

Please find link to Sunderland SEND Ranges [here](#).

## Parent Partnership Involvement

Parents are a crucial part of every child's learning journey and are valuable contributors to the support and monitoring of SEND in school. We aim to promote a culture of co-operation with between parents and school. We will do this through:

- Ensuring all parents are made aware of the school’s arrangements for SEND. We will do this by giving parents access to the Information Report via the school website. Any parent who does not have computer access will be provided with a paper copy of the report.
- Involving parents as soon as a concern has been raised. This may be done during a parents meeting arranged by the class teacher.
- Providing access to the SENDCo to discuss the child’s needs and approaches to address them.
- Supporting parents understanding of outside agency advice and support.
- Undertaking termly SEND review meetings to embed the Graduated Approach.
- Undertaking annual reviews for children with Education, Health and Care Plans.

During SEND Review Meetings, teachers will explain any concerns they have and the targets that have been set.

When a child is at the monitoring stage it is at the teacher’s discretion as to how the concern is passed on to the parent. When the parent is informed then there must be an explanation of what the school are going to do to support the child and what the parent can do to help at home.

When a child is added to the SEND register, the parents will be invited into school to discuss the support plan detailing the support that will be put in place.

SEND Review Meeting
Will take place at the beginning of each term. SEND annual review meeting will take place in the summer term

EHCP Annual Review
Within one year of the ‘final EHCP’ published date. An early review can be called at any time if it is felt the EHCP is not adequately supporting the needs of the child.

EHCP Transition Meeting
An EHCP Transition meeting must take place before October half term and Secondary school admission process is closed, for any Year 6 pupils.

## Individual Support Plan

Strategies employed to enable the child to progress may be recorded within an individual support plan (ISP), which sets out SMART targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children receive through the curriculum.

Individual support plan should be continually kept under review as a working document and should be shared with teaching assistants and other professionals who will be working with the child. They are reviewed every term with the child and parents at the SEND review meeting. The new ISP should be signed by the parent then stored in the class SEND file, along with a digital copy saved on the server. A copy of the amended and evaluated ISP should be saved on the server.

## Special Needs Provision in the Early Years Foundation Stage (EYFS)

For all children entering EYFS, a baseline assessment is carried out. Throughout the year, a child's progress towards achieving the Early Learning Goals is monitored and shared with parents. If there are concerns regarding a child's progress or concerns about the child showing some difficulty in relation to the four areas of need, the child may be placed onto the 'monitoring list'.

## The Boxall Profile

The Boxall Profile is an online assessment tool that is used to track the small steps of progress of children with ASD, behaviour difficulties as well as emotional and mental health needs. From this assessment, a child's Boxall Profile is created, detailing targets and strategies to be included in their ISP.

## ICT

ICT may be used in a variety of ways to support the learning of pupils with SEND. ICT equipment available:

- iPad
- Laptops
- Interactive Whiteboard

These should be used to support and enhance the children's learning where possible and remove barriers to learning.

## Class SEND Files

Each class has an SEND file which is accessible to all working in that class and those in charge of monitoring, i.e. SENDCo and head teacher.

The SEND file includes:

- Provision
- Group intervention
- SEND Register
- A section for each child which includes; One-page Profile, Ranges Assessment, Individual Support Plans, SEND Review Meeting documentation
- Medical Needs
- Discussions with parents
- Historical SEND information relevant to that particular class

These files are shared with teaching assistants.

## Individual SEND Files

Each child has their own file which is kept by the SENDCo in a locked filing cabinet in the office. These files contain documents specific to that child such as assessments, minutes of meetings and referrals to and reports from outside agencies.

## SEND Examination Arrangements

Exam Access Arrangements (AA) are the reasonable adjustments that can be made for an exam candidate and might include things such as extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.

**Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need.** Any arrangements made must reflect the support that the candidate has had in the past few years.

These are some of the most common arrangements:

- **Extra time:** The most frequent adjustment is extra time which is 25%. More time can be allocated to candidates with more severe difficulties and disability on an individual case by case basis.
- **A reader:** Readers can be used for children who have visual impairments or a disability that affects their ability to read accurately themselves.
- **A scribe:** Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- **Modified papers:** These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.

- **Assistive technology:** If the candidate uses assistive technology as their normal way of working, they will be able to continue this for exams.
- **Separate room:** This is suitable for candidates with very specific needs.
- **Rest breaks:** Supervised rest breaks, these are not included in the extra time allowance.

Candidates who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for AA, the school's SENDCo can organise this if it reflects the person's normal way of working and can be evidenced over a period of time. The SENDCo must be satisfied the need is genuine, and those eligible might include pupils with learning, communication and interaction needs; a medical condition; a sensory and/or physical need; a social, emotional or mental health need.

Access Arrangements should neither advantage those with them or disadvantage those without them, all students should have equal access to exams.

### Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs.

During the final year in Year 6, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved. There needs to be allocated time for the child with SEND to visit their new school. Above all, there needs to be an open line of communication between parents, primary school, secondary school and outside agencies to allow for concerns to be addressed. Where possible, SENDCo and the Year 6 teacher, will meet with the SENDCo from the child's Secondary School when they are in the Summer term of Year 6.

All documentation regarding Year 6 pupils will be removed from the SEND class file and SENDCo filing cabinet and delivered to the appropriate Secondary school. This includes all historic pupils who may longer be on the SEND register. A confidential receipt of documents form must be signed by the Secondary school and filed in the SENDCo file. This procedure would also take place for any child leaving before Year 6 or midway through the academic year.

### Roles and Responsibilities

The class teacher will be responsible for:

- Quality First Teaching for all including those with SEND.

- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need. They will inform the SENDCo about the children where necessary.
- Maintaining and being aware of who is on their 'Monitoring List'
- Writing one-page profiles and implementing reasonable adjustment and/or interventions in place.
- Maintaining and being aware of who is on the 'SEND register'.
- Writing Pupil Progress targets/ Group Support Plans/ Individual Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for the child as identified on class provision map.
- Working with support staff on planning, teaching and recording pupils' progress
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Keeping SEND files in class up to date.

The SENDCo will be responsible for:

- Developing and reviewing the school's SEND policy.
- The Information Report and ensuring it is available to all parents.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are.
  - a) Involved in supporting their child's learning
  - b) Kept informed about the support their child is getting
  - c) Involved in reviewing how their child is doing.
- Liaising with all other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND register and making sure that records of progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Completing Annual Review Paperwork.
- Keeping children's SEND files up to date.
- Approving Wave 1 profiles
- Making sure teachers are kept informed and given relevant reports.
- Staff development and training.

The Head teacher will be responsible for:

- The day to day management of all aspects of the school, this includes the support for the children with SEND.

- The Head teacher will give responsibilities to the SENDCo and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Involvement with parents as partners in the learning process.
- Co-ordinating the work of the teaching assistants (TA).
- Participating in TA development programmes.
- Determining the pattern of work, timetable and role of the SENDCo.
- Liaising with the SENDCo.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Liaising with external agencies.
- Ensuring that the legal requirements of current legislation are met within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENDCo receives training and induction in their roles, including training managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCo sufficient resources, money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the number of children and young people with special educational needs within the school.
- Charing EHCP Review meetings and completing paperwork.

The SEND Governor will be responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Establish a SEND Policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.
- Meet with the SENDCo to discuss SEND within the school.
- Observe at first-hand what happened in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.