

# **Trust SEN and Disability Policy**



## **Francis of Assisi Catholic Academy Trust**

**Signed off by: Trust Board**

**Date from:**

**September 2023**

**Review Date:**

**September 2024**

## **1. BACKGROUND/STATUTORY LEGISLATION**

This policy has been written with regard to:

- The 2015 SEND Code of Practice: 0-25 years
- The Equality Act 2010
- The Children and Families Act 2014
- The Children and Young Persons Act 2008
- The Children and Social Work Act 2017

Links to other school policies

- Supporting students with Medical Conditions Policy
- Equality Policy
- Health and Safety Policy
- Behaviour Management Policy
- Child Protection Policy
- Accessibility Policy
- Admissions Policies for each school

## **2. PHILOSOPHY**

The St Francis of Assisi Catholic Academy Trust seeks to promote the Christian values of honesty, fairness and respect for others which ensures that all students are valued equally and enjoy respect as individuals. Our goal is the highest achievement of all kinds for all our students. We aim to celebrate their successes and to ensure their development as independent learners and responsible citizens, in partnership with families and the wider community.

The St Francis of Assisi Catholic Academy Trust is Christ centred and seeks to live the Gospel values. We undertake to maintain each person's worth and human dignity in our dealings with each other and conduct is based on Christian standards of courtesy, service and selflessness.

## **3. AIMS**

- To ensure the needs of students with Special Educational Needs and Disabilities (SEND) are met through a positive culture of communication and understanding, good management and appropriate deployment of resources.
- To ensure that all students are enabled to enjoy their time in school and succeed and flourish as independent and resilient communicators
- To identify any student's SEN as early as possible to put in place appropriate strategies, interventions and resources.

- To be fully inclusive throughout the curriculum and school life with reasonable adjustment as necessary.
- To ensure that students with SEND, where there may be a vulnerability, are always kept safe within the school environment and are enabled to integrate as fully as possible with the school population and have equal opportunity in school.
- To consider the views, wishes and feelings of the young person and their parents and provide them with information and involve them in decision making as much as possible.
- To ensure students with SEND, flourish and achieve the best educational outcomes and to prepare them effectively for their next steps (e.g., preparing for adulthood).

#### **4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)**

A student has SEN if, 'they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than most others of the same age or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.' (2015 SEND Code of Practice pages 15-16).

SEN and provision fall under four broad areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and mental Health.
- Sensory and/or Physical.

#### **5. ROLES AND RESPONSIBILITY**

##### **Roles and responsibilities of head teacher, other staff, governors**

Provision for children with special educational needs is a matter for the school. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The local governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor Mr Dave Timson, who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring there is a qualified teacher designated as SENCo who holds the National Award in Special Educational Needs Coordination (or achieves it within three years of appointment).
- Ensuring that the implementation of this policy is monitored and reported to governors.

The **local governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- The necessary provision is made for any student with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- The school will have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between send and non-send students.
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students. Ref to Equality Act 2010.
- They have regard to the requirements of the SEND Code of Practice (2015) and will take account of this in relation to other relevant school policies e.g., the Accessibility and Equality Policies.
- They are fully informed about SEND issues so that they can play a major part in school self-review.
- The quality of SEND provision is regularly monitored.
- The school publishes details of what SEN provision is available through the SEN Information Report.
- They, and the school, are involved in the development and monitoring of this policy.
- Appointing a lead governor for SEND who regularly feedbacks to the full governing body.

The **special educational needs co-ordinator** (Senco) is responsible for:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Supporting staff to identify students with SEND.
- Carrying out detailed assessments and observations of students with specific learning needs and difficulties.
- Coordinating the provision for students with SEND.
- Supporting class teachers in adopting a graduated approach to providing SEN support. This may include devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining and keeping up to date the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of students with SEND using school assessment information.
- Contributing to the in-service training of staff.
- Managing learning support staff/teaching assistants.
- Liaising with SENDCos in feeder and receiving early years settings, schools or colleges to help provide a smooth transition from one educational setting to another. This will include collaborating with YC Hertfordshire or appropriate body to contribute to Preparing for Adulthood reports.
- Compiling and reviewing the school's SEN Information Report at least annually.
- Liaising with the Local Authority in the Education, Health and Care Plan review process.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the SEN Code of Practice (2015) and the Equality Act (2010).

- Advising on the deployment of the school's delegated budget and other resources, to meet students' needs effectively.
- Leading on the exam access arrangements process within the school.

**Class teachers** are responsible for:

- Planning the student's work, under the strategic guidance of the Senco.
- Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND.
- Giving feedback to parents and students with SEND.
  - Working with external professionals.
  - Contributing to the EHCP application, draft and review process.

### **Learning Support Assistant / Teaching Assistants**

The Learning Support Assistant role is key in tracking and implementing EHCP targets for high and specific needs. The Teaching Assistants have an overarching and more general role providing 'in class support across the curriculum to students with special educational needs in all years. They will also provide individual support for students with specific needs, where appropriate, and have input into a differentiated curriculum and modification required to make learning accessible. They may plan, deliver and evaluate interventions for students with SEND under the guidance of the SENDCo, and /or the class teacher.

## **6. IDENTIFICATION AND ASSESSMENT OF SEN STUDENTS**

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. Most students can make progress through such teaching. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

Sacred Heart follows the SEND Code of Practice 2015: 0-25 graduated approach with regard to identification, assessment and review of students with SEN.

**The four key actions are:**

### **The Assess Plan Do Review Cycle.**

#### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

#### **Plan**

The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class or subject teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed at least termly.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Students receiving support additional to, and different from, the normal differentiated curriculum is recorded on the school's SEN Register as K – SEN Support.

Other students are recorded as M (Monitoring/initial concerns). This indicates that they have a special need which requires monitoring. Their needs can be met through high quality teaching without the need for SEND Support.

*Early education provision is part of the Early Years (EY) education for children aged 3-5 years. During this time most children experience rapid physical, emotional, intellectual and social growth. Gathering of information prior to starting school and continued monitoring of an individual child's progress throughout Early Years is essential to early identification of SEN needs and how the school is best placed to intervene through a graduated approach to supporting their needs.*

- The Senco, and if possible/appropriate, the relevant Head of Year, will oversee admissions involving any student with pre-defined SEND, including attending Year 6 EHCP reviews. The Senco will liaise with the feeder school, parents and external agencies.
- The SEN referral process can be initially triggered by Teacher, LSA, and TA, external professional or parental concern directly to the Senco by letter, email or written communication. These methods are described in further detail in the individual school pages that follow.
- Records of all SEN students will be formally recorded on a SEND Register database. This will be updated at the start of each new school year to include the new cohort and to remove outgoing students, when new students start at the school mid-year, and regularly.

updated as new information or data becomes available. It will be stored on the staff area of the school network.

## **7. PARTNERSHIP WITH PARENTS**

- Parents and carers will be fully informed if their child is on the list for SEND Support and of any additional programme in place for their son or daughter.
- The Senco will be available to meet with parents regarding supporting individual students through key transition points throughout the school calendar. Schools must ensure that parents are actively encouraged to meet at regular intervals with the school team.
- Parents' comments are sought prior to the Annual Review of students with Education Health Care (EHC) Plans. Their views are considered at the annual meeting to review progress to EHCP outcomes and to plan for their child's future.

## **8. RECORD KEEPING, MONITORING AND DATA MANAGEMENT**

- Feeder primary schools or early years' settings are contacted and communicated with in the summer term prior to transfer.
- The Senco attends the Year 6 Annual Reviews of students with EHC Plan.
- Initial screening:
  - Transition Toolkit for Early Years (using the HfL model).
  - Early Years data.
    - o KS1 data.
    - o KS2 data.
    - o Reading and spelling tests.
    - o Additional tests undertaken by the Senco as identified.
- The progress of students with SEND is evaluated through the normal report and monitoring cycle. Intervention actions are implemented where necessary.

## **9. WORKING WITH EXTERNAL PARTNERS**

External agencies are contacted as and when required. Agencies include:

- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS).
- Local Authority's Integrated Services for Learning, which includes
  - o Educational Psychology Service.
  - o Sensory Service (Hearing and Vision Impaired)
  - o ESMA (Educational Support for Medical Absence).
  - o Attendance
  - o SpLD base for English and Maths needs
  - o Physical and Neurological Impairment Team
  - o Communication and Autism Team
- NHS children and young people's therapies services e.g. – Speech and Language, Occupational Therapy, Physiotherapy.
- CAMHS (Children and Adolescent Mental Health Service).
- School Nursing Service.
  - Behaviour outreach services eg, Rivers, Amwell View and Middleton
  - DSPL 3

Local Authority Offers are available on LA website. The Hertfordshire LA offer is on the Herts Website at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>.

Please refer to individual school's websites for admission arrangements.

The Senco will coordinate referrals to appropriate agencies and professionals such as the Educational Psychology team, the Visual Impairment, Hearing Impairment and Autism Advisory Teams, and Speech & Language Service. Assessment information and advice on strategies for individual students will be disseminated to the appropriate staff and used to inform teaching strategies. The Senco will liaise with external professionals to organise training for staff as appropriate.

#### **10. SUPPORTING TRANSITION**

- The Supporting Smooth Transition Project which supports transition into Early Years identifies and plans for SEN needs for transition from pre-school to Nursery and Reception. between schools.
- All documentation about special needs included in a student's record is transferred.
- between schools.
- An additional induction day is arranged for some students with SEND and other vulnerability factors; students are nominated by the primary school.

#### **11. STAFF TRAINING**

- The Senco will be a qualified teacher and will hold the National Award for Special Educational Needs Coordination (or will achieve it within three years of appointment).
- The Senco provides INSET for ECTs and other newly appointed staff.
- Whole school INSET can be provided where appropriate.
- Learning Support staff participate in the school's CPD and inset programmes.

#### **12. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT OR LOCAL HIGH NEEDS FUNDING**

If all the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

#### **13. ANNUAL REVIEW OF AN EHCP**

Formal Annual Reviews for students with an Education Health and Care Plan are held at least within a twelve-month period of any previous review.

#### **14. COMPLAINTS**

In the event of any complaint being made, the Senco should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Head teacher for further investigation and reported to the SEN Governor
- Formal complaint is made in writing to the Chair of Governors of the school



## **15. ADMISSIONS**

The school is an academy where the LA acts as the admitting authority in all cases. Admission of students with an EHCP is always covered by the admission rules, which are subject to annual review.

## **16. MONITORING**

This policy will be reviewed annually.

## APPENDIX

### Sacred Heart

SEN Link Governor: Mr Dave Timson

Senco: Mrs Bronwyn Cork

### Strategies for Raising Achievement for students with SEND.

#### Aim:

To ensure that all students are enabled to enjoy their time in school and flourish as independent and resilient communicators.

#### Objectives:

1. We aim to create a school environment where pupils can contribute to their own learning by offering all students, when appropriate, the opportunity to voice their own opinions. Through encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals, children can raise attainment and be more aspirational. Pupil participation in all school life is encouraged, promoted and celebrated.
2. We value and accept the positive role and contribution parents can make. We encourage parents to work with the school and other professionals so that the child's needs are identified and met at the earliest opportunity. If a child has a need identified, we will work closely with them to set up a plan and targeted support through the assess, plan, do, review process.
3. We understand that children learn and understand in different ways and have the right to access the curriculum and realise their potential. This may require different strategies for learning and different teaching approaches. We aim for all teachers to consider the different needs of the individuals in their class within their planning, assessment and monitoring of the child. We strive to provide tailored learning opportunities and support for areas of need. Typical intervention groups are for reading, fine motor skills, handwriting, language enrichment and emotional literacy.

*A wide variety of strategies are used to provide SEN support for students in various areas of the curriculum. The following interventions and methods currently exist in the school:*

- Adaptation of input, tasks and outcomes
- Small group teaching in English and Maths for selected students working below age-related expectations at KS1 and KS2
- In-class support- this may be high quality teaching, an additional adult, exam concessions for example extra time, reader or rest breaks.
- Small group or individual intensive support sessions in literacy, numeracy and social skills/behaviour for identified students by a trained member of staff.

- Use of ICT facilities including software packages
- Paired reading
- Referrals for input from the speech and language service for identified students.
- Support to assist in emotional well-being through referral to outreach.
- Referral to external agencies to access specialist advice within the four broad areas of need.
- Medical support for students managing health needs.
- High quality teaching with strategies for support to aid teachers' planning and differentiation.
- Assessments are used to profile the students and identify personalised intervention programmes. Information is gathered about the child to help to identify areas of priority for extra support and provision. This formally happens at termly Pupil Progress Meetings when individual targets are set. We also closely monitor all interventions so any adjustments, if needed, can be identified. Adjustments can then be implemented through close liaison with TA, class teacher and SENCO. This means that provisions may be reviewed at any time so the need of every child can be met as it arises.
- We want all children to participate in all aspects of school life - this may include going to different environments and therefore, will aim for tailored planning of activities, including school trips to consider individual needs.
- More information on the range of strategies and interventions used at Sacred Heart can be found in our Local Offer that can be accessed on our school website.

### **Student Transition and at the end of KS2**

We have clear transition arrangements. For Year 6 to Secondary schools, we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times, if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to help that child's transition be successful. At the end of each year a full transition meeting takes place from current class teacher to new teacher, to make sure they are fully aware of needs. The SENCO will also liaise with teachers and agencies involved for all transitions.

### **Partnership with Parents**

The Senco is available to meet on a 1:1 basis with any parent. Outside agencies, organizations and other professionals may also attend these meetings to deliver workshops or inform parents of the range of services and support there is available in the local area.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings, and knowledge as parents at all stages. We encourage parents to make an active contribution to their child's education.

We meet with parents each term to share progress and update targets. We inform the parents of any outside agency involvement, and we share the process of decision-making by providing clear information relating to the education of their child. Parents are invited to contact the school at any other time to arrange a meeting or a chat with the class teacher or SENCO as they feel is necessary.

Annual questionnaires are sent to all families with children on the SEN register and we use the feedback from this to inform our practice and improve our provision.

### **Training**

To maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

The Senco keeps up to date with all training through the local DSPL3 partnership, County and local SENCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff. In addition to INSET days

Training is accessed in a range of ways:

- In school, by specialist services working with students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service.
- Attending accredited courses run by the LA or other specialist agencies.
- In school training by the Senco
- School to school support

Training also takes place internally as needs arise. School can also access outside agencies whom they are working with such as Speech and Language Therapist, Behaviour team and Educational Psychologists to help with specific learning/CPD as needed.

The induction process for new teaching staff includes a meeting with the Senco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's Senco regularly attends Senco liaison meetings in the local area to keep up to date with local and national updates in SEN.

### **Local Links**

Sacred Heart works closely with Partnership schools to adopt a broadly consistent approach. Senco in the Partnership schools liaise closely to provide information about students with SEND and disabilities at transition times. Students with SEND are always discussed when the year leader and Senco visit the primary Schools at the end of the school year. In the case of the transfer of a pupil with an EHCP, the necessary consultation will take place to ensure a smooth transfer and where appropriate the student may visit the receiving school several times.