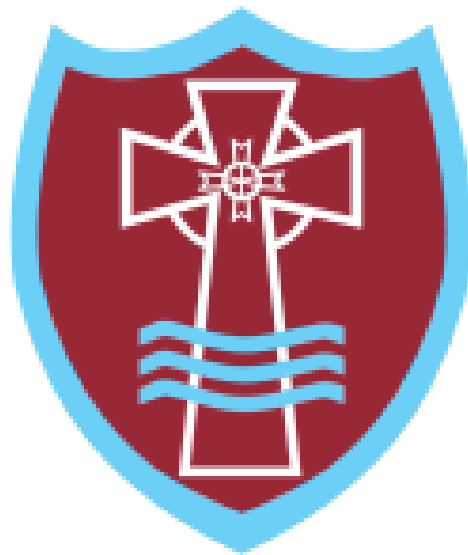


# St Aidan's Catholic Primary Academy



## Special Educational Needs Policy



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## **Introduction**

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEN policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice 2014. This policy conforms to the requirements for publishing the SEN Information Report as set out in Chapter 6 of the SEN Code of Practice.

## **Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success and high-quality teaching.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- The principles of ‘Good Practice’ apply equally to all pupils irrespective of whether or not they have SEND.
- Pupils and their parents/carers who know their child best are fully involved in planning and termly reviews to support their child.
- Pupils with SEND have a unique perspective on their own needs. We aim to seek the views of the child and make them central to all decision-making processes about their support. Pupils will contribute to the meeting to ensure that their strengths and aspirations are recognised.

## **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching first and effective additional support when required.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **EAL (English as an Additional Language)**

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However, some EAL pupils will have SEND, in these cases the area of greater need will determine the type of support put in place.

### **Identification and assessment within the curriculum of pupils with special educational needs**

Some pupils with SEND will be working at or just below age related expectations and for them the system used in school for assessing attainment and progress can be applied however, for a number of pupils who are working at a stage significantly below their age-related expectations it is very difficult to show progress as they will always be well within the developmental stage for each progressive year.

For these pupils, different assessment criteria need to be applied. They should be assessed on the progress they make within the scope of ability they are working in and not compared against age related national expectations.

Staff will have a clear process outlined for how to identify children with SEND within their classroom, and how to share this concern with the SENDCo, who will then work alongside the staff and offer advice and strategies on the best way to further support the child. With parental consent the SENDCo will reach out to external agencies for additional support or refer the child to external agencies for further identification, support or assessment of needs.

Upon identifying children with SEND the class teacher or SENDCo will discuss with families their concerns.

Parents who raise concerns for their child with SEND, may do so by speaking to the class teacher, or contacting the SENDCo directly.

### **Quality First Teaching and SEND**

This is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Additional interventions are not a substitute for ineffective teaching.

It is the class teacher's responsibility to provide a broad and balanced curriculum that is differentiated to meet the needs of all pupils.

Giving learners "hard work they can do". Use data gathered from a range of sources summative, formative and standardised, to plan carefully to meet the needs of each individual; however, this should not be about working harder to give every child a different activity or worksheet but be based on clear objective and success criteria, using a range of teaching and learning styles, adapting when required. Teachers will adapt classroom environments and teaching techniques to reflect universal strategies, this will allow all pupils to be able to access the curriculum.

For our most vulnerable learners who have funded adult support, following a personalised plan with outcomes based on their Educational Health Care Plan.

### **SEND Support**

Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

For pupils working below the level of national curriculum we will use the engagement model alongside pre-key-stage targets to easily identify key teaching points and next steps within the child's learning.

Children with an Education, Health and Care Plan (EHC Plan) or SEND Support may have an Individual Education Plan (IEP). An Individual Education Plan will have specific targets/outcomes the child is working towards, we will focus on three to four SMART targets at a time that match the pupils needs. When a Speech and Language Therapist is involved and working with a child they will give us targets to work on too and we use these to guide us when writing an IEP. We will use this information to set and record interventions that are in additional to, or different from, the differentiated curriculum. Individual Education Plan's are reviewed with parents and class teacher termly, the SENDCo oversees this process to ensure appropriate targets are being set.

Annually, the teacher and/or SENDCO will meet with the teacher, parent/carer, LSS (Learning Support Staff) and outreach services and the child to review the progress the child has made in meeting the medium-term outcomes set in the EHCP.

Furthermore, the class teacher, standards leaders and SLT will monitor the child's progress closely using data tracking sheets. This will also be built into class teacher's pupil progress meetings termly. LSSs (Learning Support Staff) complete assessments linked to their intervention and monitor the progress of their intervention groups closely and feedback to the class teacher.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupil closely to ensure their progress is maintained.

### **Education, Health and Care Plans (previously Statements of SEN)**

A small number of pupils with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

## **How St. Aidan's Catholic Primary Academy adapts the curriculum and learning environment for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. **This will be clearly identified and written on their planning. Teachers will use universal strategies alongside to enable children to access the curriculum.** Through the SENDCo, they are able to access outreach teachers and professionals from other external agencies for advice as needed.

### **Additional support for learning available to pupils with SEND**

A range of interventions are available in school to support pupils who require additional provision (out of class). Out of class provision is usually delivered by an LSS who uses a planned intervention such as:

- Phonics support through Read Write Inc
- Speech and language interventions such as Colourful Semantics, Look Listen Do and Talk Boost.

All of these contain their own forms of assessment, for other forms of intervention such as:

- High frequency words
- Letter/number formation
- Basic numeracy such as number bonds

These interventions are assessed using monitoring. We receive outreach support through Speech and Language Therapy services, SEaTSS (Specialist Education and Training Support Service) that provide support for pupils with specific learning difficulties and pupils with social and emotional needs, Redbridge Service for Deaf and Hearing-Impaired pupils. In some cases, outreach support works with individual pupils, class teacher and Learning Support Staff and can take the form of advice or developing an individual programme. Some pupils are supported in class for part of the school day by an LSS, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSS understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

### **Specialist provision, equipment and facilities**

Our school has the advantage of being easily accessible to all pupils. Some classrooms have easy level access to the playground. Our KS2 classrooms which are located on the second floor have a lift to enable pupils have easy access to the rest of the school. Disabled toilets are located throughout the school.

If a child needs specialist equipment due to physical or medical needs, the SENDCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy, Newbridge Outreach, SERC. Where necessary, pupils will have an individualised Personal Emergency Evacuation Plan, whereby their safest and quickest evacuation route is planned, these PEEPs are reviewed annually.

## **How St. Aidan's Catholic Primary Academy evaluates the effectiveness of its provision for pupils with SEND**

Effectiveness is measured in progress and attainment. For the majority of pupils on the register quality first teaching along with differentiated work would be sufficient, progress and attainment will be measured alongside their peers against national expectations. For a small few, progress is measured using the targets set out in EHCPs as well as attainment against age appropriate assessment.

The success of the education offered to pupils with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

### **Admissions**

Pupils with SEND are admitted to the school on the same basis as any other pupil. The Governing Body uses the diocesan admissions criteria. Any pupil with an existing EHC plan will be admitted to a school best suited to meet the needs of the pupil by the Redbridge SEN panel.

### **Arrangements for training and staff development**

The school takes an audit of training needs for all staff considering school priorities as well as personal professional development.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A pupil's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.

## **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to enable them to make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

## **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENDCo will liaise with the SENDCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

St. Aidan's Catholic Primary Academy has good links with local special schools through the outreach services.

## **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Redbridge Education Welfare Officer allocated to the school.

The SENDCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Hatton/Little Heath Outreach, Redbridge
- Redbridge Speech and language therapy service
- Redbridge Occupational therapy service
- Redbridge Physiotherapy service
- Joseph Clark Service for the Visually Impaired, Redbridge
- Redbridge Service for Deaf and Hearing-Impaired Children
- Newbridge School Outreach
- SERC (Special Education Resource Centre), Redbridge
- Redbridge Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services
- New Rush Hall Outreach Service



- Learning Talking, Speech and Language Consultancy
- Brentwood Catholic Children's Society

Many of these organisations are now working closer together and as a collective SEN and Inclusion team known as Specialist Education Training Support Service (S.E.a.T.S.S).

**Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010 7

Education Act 2011

**Related school policies**

Equality Policy

Accessibility Plan

Health and Safety Policy

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