



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

SEND

**POLICY FOR SPECIAL EDUCATIONAL
NEEDS & DISABILITIES**

Last Reviewed : September 2020
Next Review : September 2021



Part of the Xavier Catholic Education Trust

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Vision/ethos statement

In line with our mission statement, St Charles Borromeo School respects and values the unique contribution which every individual can make to the community. The school has the highest possible academic aspirations for every child and accepts individual differences in ability, aptitude and level of skills.

At St Charles Borromeo School every teacher teaches children of all abilities, including those with SEND (Special Educational Needs and Disability).

Definition of SEND

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. ^[1]

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ ^[2]

Introduction

This policy was created by the school SENDCo in liaison with the Head teacher, SEND Governor, all staff and some parents of children with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

This policy is to be read in conjunction with the SEND policy for the Xavier Catholic Education trust.

[How can parents access this policy?](#)

The policy is available to all parents/ carers of children currently in our school and also to prospective parents.

You can get a copy of our policy in a number of ways:

- The school website under the section 'SEND', or
- A hard copy on request at the school office.

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

[Context](#)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- Schools SEN Information Report Regulations (2014) (see 14 questions which follow the model devised by the SE7 Pathfinder).
- Statutory Guidance On Supporting Pupils At School With Medical Conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2012.
- Access to Education for Children and Young People with Medical Needs.

[Aims and Objectives](#)

[Aims](#)

At St Charles Borromeo School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We aim to:

- Provide a secure environment where children can flourish and in which all contributions are valued and celebrated.
 - Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- Ensure all children are given equality of opportunity to participate fully in school activities aiming for personal standards of excellence and to reach their individual potential.
- Ensure early identification of special educational needs.
- Encourage close and effective partnership between parents, school and outside agencies.
- Ensure children's views are valued and listened to.

We aim to give all children the opportunity to :

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- Fully participate in their learning and achieve their best.
- Develop curiosity, imagination, creativity and spirituality in a safe and secure environment.
- Be inspired to develop a positive attitude towards learning.
- Become confident and respectful individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers.
- To develop effective whole school provision management of universal targeted and specialist support for pupils with special educational needs and disabilities.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- To clarify the roles and responsibilities of staff and governors.

Identification of Needs

When reviewing and managing special educational needs and disability provision, the Code of Practice 2014 outlines 4 areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that we plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, children often have needs that cut across all these areas and their needs may change over time. Below is a brief description of each area of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.^[3]

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including

moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.^[4]

Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.^[5]

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support.^[6]

At St Charles Borromeo School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Early Identification

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to the initial arrangement made then an early start will have been made in considering the additional provision that may be needed to support the child's progress.

A Graduated Approach to SEND Support

All staff have responsibility for identifying pupils with Special Educational Needs and Disability. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive manner in all subjects (Quality First Teaching). Students who are not making the expected progress in lessons, despite a differentiated curriculum or are significantly below their peers for literacy or numeracy, are initially identified by class teachers but also directly by the SENDCo.

The progress and attainment of all pupils is reviewed termly and in addition to this, any teacher or member of staff can discuss concerns about a pupil with the SENDCo at any time. We involve parents/carers and where appropriate, the child in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the SEND Code of Practice 2014 graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:



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” (6.45 COP)*

We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked and also compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. E.Ps (Educational Psychologists) and from health and social services where appropriate, before identifying a child as needing SEN support and creating a pathway plan.

Plan: *“Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. 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” (6.48 COP)*

Where SEN Support is required the teacher and SENDCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. (*Pathway Plan*) Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan.

Do: *“The class or subject teacher should remain responsible for working with the child on a daily basis. 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. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (6.52 COP)*

The class teacher has overall responsibility for the work undertaken by the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date” (6.53 COP)

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an Education and Healthcare Plan the Local Authority must review the plan at least annually.

When do we decide whether to make special educational provision?

This will involve the teacher and SENDCo considering all of the information gathered from within the school about the pupil’s progress based on the age and starting point of the child and against national data and expectations of progress.

This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading, spelling assessments.

How is the decision made to place pupils on the SEND record?

The SENDCo and class teacher will review all of the information listed in the previous section and also review how the child is progressing with additional interventions. If the child is still not making the expected progress and meets the criteria as outlined by Surrey in ‘SEND Profiles of Need (September 2019)’, then they are placed on the Special Needs and Disability Record.

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum offer (Universal) and strategies (*School SEND Support*).

The child’s needs are registered on a *Pathway Plan/ Individual Support Plan* along with the desired outcomes to help the child progress. Parents are invited to meet with the class teacher and/or SENDCo to complete the Pathway Plan.

How are parents, families, children and young people involved in this process?

The school believes that close working partnerships with the parents/ carers of students with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the SEND14 Code of Practice, the school aims to ensure that parents/carers are fully involved and consulted over their child’s progress and SEND provision.

SEND Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- a special learning programme, which may include evidence based interventions and support approaches.
- extra help from a teacher or a learning support assistant.
- making or changing materials and equipment.
- working with a child in a small group or flexible grouping strategies.
- observing a child in class or at break and keeping records.
- helping a child to take part in the class activities.
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult.
- helping other children to work together, or play together at break time.
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- Access to ICT and to specialist equipment and materials as necessary.

External Support

Partnership and Liaison with Outside Agencies

Where possible, we have close links with all support services and use these for advice and consultation:

- Educational Psychology Service and access to the Xavier Educational Psychologist.
- Educational Welfare Officer.
- Behaviour Support Service.
- Learning Language Support Service.
- Medical Officer.
- School Nurse.
- The Occupational Therapy Service.
- The Speech and Language Therapy Service.
- Physiotherapy.
- Other Health Professionals.
- Social Care.
- Physical and Sensory Service.
- Home School Link Worker.
- REMA (Race Equality and Minority Achievement).
- The Portage Service.
- Early Years SEND advisor (Nursery only).
- Freemantles outreach service professionals.
- Xavier SEND consultant.

The SEND Record

The SEND Record is updated half-termly by the SENDCo.

When adequate progress is demonstrated the pupil's name will be removed from the SEND record. This will be determined when:

- there is a reduction in the attainment gap between a SEND pupil and their peers.
- the student's rate of progress is maintained or improved.
- there is evidence of improved behaviour.
- the pupil no longer fits the criteria for being on School SEND Support/ Specialist SEND Support.

We will endeavour to contact the parent to discuss a child coming off the SEND Record either by arranging a meeting or speaking on the phone. If this was not possible, then we would send a written letter informing them of the decision.

Parental Engagement

The school believes that close working partnerships with the parents/ carers of students with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the SEND14 Code of Practice, the school aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEND provision.

In the SEND section of the school website there is:

- The SEND Information Report.
- A link to Surrey's Local Offer webpage which includes other agencies who provide services in Surrey.

Key Roles and Responsibilities

SEND Co-ordinator - SENDCo

The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP (Education and Healthcare Plan). Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENDCo Name: Mrs Kathryn Bray

Contact details: kathrynbray@stcharlesb.surrey.sch.uk; 01932 842617

The SENDCo responsibilities include:

- implementing, revising and updating (as appropriate) the school's SEND policy.
- overseeing the day to day operation of the school's SEND policy in conjunction with the Head Teacher and Senior Management Team.
- updating of the SEND record and relevant documentation supporting this.
- liaising with and advising all staff members, teaching and non-teaching staff.
- coordinating the implementation and review of Pathway Plans (sometimes referred to as Individual Support Plans or ISPs) and provision maps with class teachers in consultation with other staff members, at least termly.
- working closely in partnership with parents and carers, involving them as appropriate in the learning programmes of their children.
- developing and implementing effective systems for assessment, recording and reporting for students with SEND.

- raising staff awareness and expertise through regular SEND staff meetings/INSET.
- ensuring that students with Statements of SEND/Education and Healthcare Plans (EHP) have regular Annual Reviews in accordance with the requirements of the SEND 14 Code of Practice.
- liaising with external agencies, including the Educational Psychologist and other Local Authority support services.
- providing Line Manager Support to the TAs as directed by the Head Teacher and liaison with SLT (Senior Leadership Team) for the Appraisal of support staff.
- meeting termly with SEND Governors to discuss provision and evaluate success.

SLT (Senior Leadership Team) Members: Mr Stephen Holt and Mrs Lorraine Flower are both advocates of SEND from the SLT.

The Governing Body: The Governors with responsibility for SEND are Mrs Kathy Stokes and Mrs Maureen Fernandes.

The Governing Body has a responsibility to ensure that the needs of the students with SEND are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- by ensuring that a 'responsible person' for SEND is identified on the Governing Body.
- by ensuring that all governors are aware of the schools SEND provision with due regard to the SEND 14 Code of Practice and to raise awareness of SEND issues at governing body meetings.
- by being fully involved in developing and subsequently reviewing the SEND policy.
- by reporting to parents on the School's SEND policy including the allocation of resources from the School's devolved/delegated budget.

The Headteacher : Mr Stephen Holt

Through the appointment of a suitably qualified and experienced SENDCo, the Head teacher has overall responsibility for the successful delivery and of support programmes for children with Special Educational Needs and Disability throughout the school. His specific responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision.
- keeping the Governing Body well informed about SEND within the school.
- working closely with the SENDCo and making best use of the expertise within the school.
- ensuring that parents are fully informed about the SEND provision that has been made for their child.
- ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- ensuring, through allocation of the available budget that sufficient resources are allocated to ensure that children with SEND reach their full potential.

Class Teacher

All teachers must be aware of the school's procedures for the identification and assessment of pupils with special educational needs and disability. All staff have a responsibility :

- to keep their knowledge, skills and training for working with pupils with SEND up to date.
- to provide differentiated teaching to meet the needs of all pupils.
- to work with the SENDCo to help implement strategies to enable pupils whom they teach to progress.
- to work with SEND pupils on a daily basis to deliver the individual programmes set out in their Pathway Plan and in collaboration with the SENDCo to help students meet the targets on their Pathway Plans.
- to develop constructive relationships with parents.
- to be fully aware of the School's SEND policy.

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Designated Teachers with specific safeguarding responsibility: Mr Stephen Holt (Head) and Mrs Lorraine Flower (Deputy)

Member of staff responsible for managing PP/LAC (Pupil Premium/ Looked after Children) funding: Mrs Helen Curtis

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mr Stephen Holt

Supporting pupils at school with medical conditions

St Charles Borromeo School recognises that pupils with medical conditions should be 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 EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. St. Charles Borromeo School follows the guidance set out in 'Supporting Pupils with Medical Conditions' (published by Surrey County Council January 2016).

Monitoring and evaluation of SEND

The success of the school's SEND policy and provision is evaluated through:

- analysis of pupil tracking data and test results for individual pupils and for cohorts.
- value-added data for pupils on the SEND register.
- termly monitoring of procedures and practice by the SEND governor.
- school self-evaluation.
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development.
- the school improvement plan, which is used for monitoring provision in the school.
- visits from LA personnel and Ofsted inspection arrangements.
- feedback from parents and staff, both formal and informal, following meetings to produce Pathway Plans and targets, revise provision and celebrate success.

Training and development

St Charles Borromeo is committed to the training of teaching and support staff in the area of special educational needs. Staff development is seen as vital to the success of children who enter the SEND Record. It features in the School Improvement Plan and is seen as an on-going programme. In-service training with external multi-professionals for special education is part of this training. The SENDCo will provide in-service training and feedback from external courses as required.

Storing and Managing Information

Information is stored securely. The information is shared with staff working with the pupil. Class teachers hold SEND files which are stored in a cupboard in the classroom. At the end of each year the information is transferred to the next class teacher and discussion held to ensure transition is efficient and effective. When a pupil moves the records are photocopied and archived. The originals are passed to the new school.

Reviewing the SEND Policy

In line with all school policies the SEND policy will be kept under regular review by the SENDCo. It will next be reviewed in July 2020.

Arrangements for the Consideration of Comments and Complaints over SEND Provision Within the School

If a parent feels that our school is not providing for the needs of their child, he/she should immediately discuss this with the SENDCo and then if necessary the Headteacher. The Headteacher in consultation with colleagues will investigate and report back to the parent.

If, however, a parent feels dissatisfied, the matter may be referred to the SEND Governor. Parents should write to the governor responsible for special needs at St Charles Borromeo and he/she will discuss arrangements with the Chairman of Governors and Headteacher. Parents will be informed of their decision as quickly as possible. The needs of the individual child are taken into account at all times. In accordance with our Responding to Parents' Concerns policy, all written requests from parents for access to their child's school records should be provided within 15 days as demanded by Statutory Instrument 2005 No 1437 paragraph 5 (2).

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies:

Accessibility Plan

Behaviour Management

Child Protection and Safeguarding

Data Protection

Disability and Accessibility Policy

Equality

Learning and Teaching

Policy Against Bullying

Responding to Parents' Concerns

SCC Supporting Pupils with Medical Conditions

Xavier Catholic Education Trust Special Educational Needs and Disabilities (SEND) policy

The policies are all available on the websites of St Charles Borromeo School and the Xavier Catholic Education Trust.

[\[1\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 15](#)

[\[2\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 16](#)

[\[3\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 97](#)

[\[4\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 97](#)

[\[5\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 98](#)

[\[6\] Special Educational Needs and Disability Code of Practice; 0 to 25years; July 2014 page 98](#)

Any additional policies referred to can be viewed/downloaded from the school website (www.stcharlesb.surrey.sch.uk). Printed copies are available on request from the school office (tel. 01932 842617 or email info@stcharlesb.surrey.sch.uk)

All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk