



**St Alban & St Stephen
Catholic Primary School & Nursery**

Special Educational Needs and Disability Policy

Date Agreed	September 2020
Date of Review	September 2021

I. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy builds on our over-arching Catholic principles of social inclusion, which recognise the entitlement of all pupils to a balanced, broadly based curriculum, matched to individual needs, allowing and encouraging individuals to achieve their best. Our SEN policy reinforces the need for 'Quality First Teaching' that is fully inclusive.

Ss Alban & Stephen Catholic Junior School believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

In line with our mission statement, the staff and governors recognise the entitlement of all children to have access to the National Curriculum, including those with special educational needs.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and record information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Bernadette Murphy

They will:

- Work with the head of school and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the head of school and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor (Mrs Abigail Batty) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Head & the Heads of School

The Executive Head (Miss Clare McFlynn) and the Heads of School (Mrs Clare Moore & Mrs Aideen Porter) will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that a crucial factor in achieving success is when pupils with SEND have the support and encouragement of their parent/carers.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Learning Plans. We will encourage all children to be independent learners and to work

towards a positive progression to adulthood from the earliest stage. Children have much to contribute to guiding the provision that they receive for their special educational needs.

6. Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Ss Alban & Stephen's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is given a high priority in this policy, in accordance with national legislation, including the Equality Act 2010. All children with SEND are afforded the same rights as other children in terms of their admission to school.

7. Specialist Provision

Ss Alban & Stephen's School is split over 2 sites. We endeavour to make our school as accessible as possible for all children and parents. There are ramps to allow access to and from the front and back of each site. The school has dedicated disabled parking. Signs clearly show visitors where they need to go to access the school building. Some of our classrooms are equipped with Sound Field Systems to improve the clarity and volume of speech for all children.

8. Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer. There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties to motivate them to do their best. We celebrate achievements at all levels.

9. Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent

behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put in place an Individual Learning Plan detailing appropriate interventions, such as:

- Classroom organisation and management/reasonable adjustments
- Quality First Teaching - In-class support by teacher
- Clear differentiated activities
- Reading interventions
- Speech & Language interventions
- ELKLAN Speech & Language interventions
- English and Maths interventions
- Word/Number Shark computing intervention programs
- Small group work
- Home/school reading schemes
- Behaviour modification programmes based on Hertfordshire STEPS
- Use of specialist equipment
- Alternative teaching strategies
- Time to Talk intervention
- Drawing and Talking intervention
- Professional Outreach Support from Specialist Schools

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in an Individual Learning Plan. Parents and children will be involved in developing the plan. The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate a TAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests. It is not the school's policy or practice to assess for specific learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of strengths and weaknesses. If parents would like to pursue a formal diagnosis, then a list of local assessors can be found at:

<https://www.patoss-dyslexia.org/SupportAdvice/TutorAssessorIndex/>

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

10. Multi-agency working

Regular liaison is maintained with the following external agencies:

- Educational Psychologist
- Speech & Language Therapy
- Child Adolescent Mental Health Service
- Specialist Outreach Services: (The Collett School, LINKS Academy)
- Early Years Intervention Team
- Health Service (school nurse, Occupational Therapists and Physiotherapists)
- Integrated Services for Learning (Educational Psychology, Statutory SEND 0-25, Access & Inclusion, SEND Specialist Advice and Support
- VISTA St Albans Plus Schools Partnership

11. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of making a formal complaint parents should contact the Head of School.

12. Monitoring Arrangements

This policy will be kept under annual review. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

13. Links with other policies and documents

This policy should be read in conjunction with the policies on teaching and learning, equality and assessment, recording and reporting. The School Information Report is an integral part of this policy.

Signed by:

Head of School:

Chair of Governors: