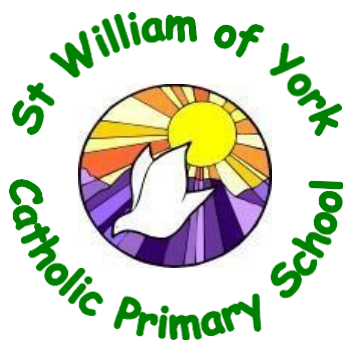


*Shining as we learn in
Faith, Family and Friendship!*



**2023-2024 Special Educational Needs
and Disability (SEND) Policy**

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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

Introduction

Teachers have high expectations of all pupils, including those with Special Educational Needs and Disability (SEND) and encourage pupils to have high expectations of themselves. Pupils have a range of talents and approach learning in different ways. Class teachers are committed to using a variety of teaching styles to ensure that pupils of all abilities enjoy learning and are able to make progress within each subject. All pupils access a broad and balanced curriculum designed to encourage learning within a wide range of subjects.

The National Curriculum and prior attainment is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to pupils diverse learning needs. Quality First Teaching in all classes ensures that every child can access and enjoy learning and feel confident and successful.

Some pupils have barriers to learning that requires particular action by the school, in addition to the adapted activities within the classroom. Pupils may need additional help or different help from that given to other children of the same age. Our school has a clear focus on targeting support to enable pupils to make progress and achieve.

Curriculum planning and assessment for children with special educational needs must take account of the type and extent of the difficulty experienced by the child. The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties that requires special educational provision, however not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims and objectives of this policy are:

- To create an inclusive classroom environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To clarify the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special

educational needs.

- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents or carers are able to play an integral part in supporting their child's education.
- To ensure that our children have a voice in this process.

Educational inclusion

We aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils and all pupils are valued as part of our school community. We are committed to the removal of barriers to learning and participation.

Through appropriate curricular planning and provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations.
- require different or adapted strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Employing high quality teaching strategies to engage and challenge all pupils at their own level.
- Planning learning opportunities to develop pupils understanding through the use of all their senses and of varied experiences.
- Planning for pupil's full participation in learning, and in physical and practical activities.
- Helping pupils to manage their behaviour and to take part in learning effectively and safely.
- Helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning.
- Working closely with parents to ensure they feel that their views are valued and there is consistency in home and school approaches, and a shared understanding about specific needs and how they are being met.

Special educational needs and disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Pupils have a learning difficulty or disability if:

- They have significantly greater difficulty in learning than the children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

For information about the identification of special educational needs in our school see below. Children may have additional needs in one or more of the four areas as outlined in the SEND Code of Practice, 2014:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Children with social, emotional and mental health needs

Behaviour is not classified as SEND. If a pupil shows consistent unwanted behaviours, the class teacher will assess the pupil's needs, taking into account family circumstances and the child's known history of experiences. If the pupil's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help form with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage and support parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained teaching assistants or the SENCO.

What does not constitute as SEND.

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being child of serviceman/woman
- Behaviour problems (home or school)
- Economic deprivation

Identification of Special Educational Needs

All pupils are assessed when they enter school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils. Class teachers are responsible and accountable for the progress and development of pupils in their class, including where they access support from teaching assistants and/or specialist staff. High quality teaching, with effective differentiation for all ability groups and individual

children is key to enabling children make progress. This is the first step in responding to the needs of children who have or may have SEN.

Within school the quality of teaching is regularly monitored and reviewed by the Head teacher and members of the Senior Leadership Team (SLT). The progress of all pupils is tracked rigorously throughout the year on a half termly basis. If parents or teachers have concerns about a child's academic progress or their social and emotional health and wellbeing they will meet to share these concerns. Together, parents and teachers agree the necessary actions to be put in place to support children in achieving these outcomes within the classroom. There can be a range of factors within a child's life that affects their progress and attainment so parents and teachers working in collaboration enables all to develop a greater understanding of each child as an individual.

However, if, following targeted classroom support, further assessments show that a child is still not making progress and continues to experience difficulties within school, they may have a more specific educational need which requires additional strategies that are different to other children of the same age group. The child's class teacher will work closely with parents and the Special Educational Need Coordinator (SENCO- Rachael Adams) in order to discuss and offer interventions that are different from or additional to those provided as part of the school's usual working practices and keep them informed of progress being made.

Staff welcome children's views and recognise the importance of them feeling involved in decisions about their learning. Parents are welcome to involve their child by including them in meetings if they feel this would be beneficial.

A Graduated Approach to SEND

Staff follow a graduated approach to supporting pupils who are accessing support that is additional and different to the rest of their class group. This approach is in line with Bolton's 'Local Offer' - see below. The steps within this graduated approach are: Assess, Plan, Do, Review.

Following discussions between parents, teachers and the SENCO, outcomes and additional provision that has been agreed will be recorded on a SEND support plan. A date to review outcomes will be arranged between class teachers and parents. If, before this date, parents or teachers feel that the additional provision put in place is not working they will meet and discuss any adjustments that they feel are necessary.

Class teachers are responsible for evidencing progress of children according to the outcomes described in the SEND support plan. Class teachers work closely with teaching assistants who are supporting children with SEND and discuss on a regular basis (at least once a week) the impact of the support strategies in place. Children give feedback each lesson about their learning and are encouraged to reflect honestly on their work.

The SENCO has termly meetings (more if necessary) with teachers regarding the progress of pupils who are accessing additional support and ensures that SEND

records are up to date. If a child achieves the outcomes agreed on their SEND support plan, following a period of additional support within the classroom or through accessing an intervention programme, and are able to make progress through Quality First Teaching, parents and/or teachers may feel that they no longer need additional provision. If children stop accessing additional provision, the SENCO continues to closely monitor their progress over the next two terms and discusses this with class teachers during termly progress meetings. The number of pupils receiving additional SEND provision is determined by need and some children will receive SEND support for a shorter period of time than others.

Parents, teachers and the SENCO may feel that they need to seek advice from external support services, to enable children to access more specific assessment of their learning needs. This assessment would then inform parents and teachers of additional strategies to be put in place within the classroom or through specific intervention programmes to enable children to make progress and achieve. Following collaboration with parents and teachers, advice from external support services would determine outcomes on a child's SEN support plan, which would continue to be regularly reviewed, usually on a termly basis. Class teachers continue to evidence progress towards outcomes in collaboration with staff delivering any interventions and additional support.

Some pupils have more complex educational needs that requires funding to supplement the additional support provided within school to enable them to meet specific outcomes and make progress. On these occasions the SENCO would complete and submit an application for 'High Needs Funding,' using the information gathered from all stakeholders throughout the Assess, Plan, Do, Review process. The allocation of this funding is determined by a panel of external professionals on a case by case basis.

Sometimes it is necessary to put in a request for an Education Health and Care Plan (EHCP); an assessment that would lead to a specific plan being created to meet a child's educational, health and social care needs. This would usually take place after additional 'High Needs' funding had been secured to enable a higher level of additional provision to be put in place within school and this support had been evaluated after an agreed length of time. An EHCP may lead to some families deciding to access a more specialist provision for their child. For more information about Bolton's Local Offer and support available within the authority please visit:

<http://www.bolton.gov.uk/website/pages/Specialeducationalneedslocaloffer.aspx>

Roles and Responsibilities

SENCO

The SENCO will:

- Work with the Headteacher 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 Headteacher 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

The SEN Governor

The SEN Governor 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 Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher 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

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

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans. The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head teacher and the SENCO meet annually to agree on how to use funds directly related to EHC plans.

Access to the curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is adapted to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that supports their achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; adapted tasks, additional adult support and scaffolds support learning and encourage independence. We use assessment to inform the next stage of learning. We support children and acknowledge their entitlement to share the same learning experiences that their peers enjoy. The school supports inclusive classrooms, the importance of children working with their peers, in their classrooms and use additional adults and resources to facilitate this as much as possible.

Equal Opportunities

St. William's is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Partnership with parents and carers

The school works closely with parents and carers to support pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Contributions are welcomed from parents and carers and decisions made about the support for children with special educational needs, are very much part of a collaborative process. The school prospectus contains details of our policy for special educational needs, and the arrangements made for these pupils in our school.

We have meetings each term (or more often if appropriate) to share the progress of children with SEND support plans with their parents or carers. We work together to share the process of decision-making by providing clear information relating to the education of children with special educational needs. We work collaboratively with parents to support children during points of transition to ensure that moves between classes, key stages and between schools are as smooth as possible.

Complaints

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/Headteacher] in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to all aspects of education. A detailed care plan for individual pupils is completed by Mrs Vickie Lane (Business Manager) in consultation with parents/carers. Staff receive training from the school nurse or specialist nurses as appropriate to ensure they have a secure understanding of children's needs and how to support them effectively. (See Policy for Administering Medicines.)

Accessibility

St William of York is an inclusive school and we encourage children to access all activities and school trips. Adaptations are made where possible to ensure children with SEND are given equal opportunities and feel an integral part of school life. We are happy to discuss access arrangements and meet with parents as appropriate to ensure children are supported in the best way within the school building and when involved in excursions and extra-curricular activities. (For further information see Disability Policy and Accessibility Plan)

Adaptations to the curriculum teaching and Learning Environment

St William of York is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. No additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support pupils with tendencies towards dyslexia, dyspraxia, ASD etc. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Pupil participation

We encourage pupils to take responsibility and to make decisions by using and discussing their educational and personal targets in order to help them take some ownership in their educational journey. Pupils are involved at every level in setting targets and are encouraged to make judgements about their own performance and celebrate the achievements. All pupils are encouraged to participate in a wide variety of activities including school visits and extracurricular activities. Provision is made to ensure that pupils with specific needs are able to access the same opportunities as their peers at all times.

Bullying and Prevent

We are committed to meeting the standards that are outlined in the Preventing and Tackling Bullying Guidance (2014). We promote positive behaviour throughout the school using a variety of innovative approaches to enable us to develop pupils understanding of what bullying is and how we can prevent it. Set procedures are in place to follow if bullying is considered, and we have a range of intervention strategies to support this (assemblies; Play Leader Schemes, Nurture Club). During the academic year 2016-17, school staff took part in "Prevent Radicalisation" training. All staff and school governors are aware of the high priority that this aspect of safeguarding has on all of our children. Further information can be found in our Policy on Bullying.

Monitoring SEND provision

The SENCO is involved in supporting teachers and parents in creating SEND Support Plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs hold termly meetings. There are a range of strategies used to monitor and evaluate the quality of provision for children with SEND in addition to tracking academic progress. These include:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school
- Regular scrutinies of SEND support plans, lesson planning and children's books
- Observations of lessons
- Discussions with teaching and support staff
- Meetings with parents

Staff training

In order to ensure staff are delivering a high quality education to children with SEND it is a key area for staff training each year. Training delivered depends upon the strengths and needs of children within school and the effectiveness of SEND provision. Where monitoring has identified gaps within SEND provision, specific and tailored training is implemented to support the staff as appropriate. A bespoke training programme for new members of staff is provided by the SENCO to ensure SEND requirements are clear and additional provision can remain seamless.

Review

This policy will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

Miss R Adams- SENCO
September 2023

Reviewed by Governors on (Subject to approval of governing body Autumn 2023)

Signed by Chair of Curriculum, Pupil Safety & Inclusion Committee (Subject to approval of the governing body Autumn 2023)

Next review date Autumn 2024

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions