



SEND Policy

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Bishop Chadwick
Catholic Education Trust

Striving for excellence, inspired by Gospel values.

St Aloysius' Primary Federation

Special Educational Needs and Disabilities Policy

This Document is a statement of the aims, principles and strategies for the teaching of children who are deemed to have Special Educational and/or disabilities during their time in St. Aloysius Catholic Nursery, Infant and Junior Schools Academy.

1 Introduction

- **1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum of 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- **1.2** These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- **1.3** Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

The aims of this policy are:

- To ensure equality of provision for young people with SEND
- To take into account legislation related to SEND and Inclusion, including The Code of Practice for Special Educational Needs (January 2015), The Children and Families Act (2014) and the Equality Act (2010)
- To provide full access for all children to a broad, balanced and relevant curriculum
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed.
- To enable young people with SEND to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- To take the views of the young person into account.

3 Educational Inclusion

- **3.1** Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- **3.2** Teachers respond to children's needs by:
 - providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;

- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.

4 **Special Educational Needs and /or Disabilities**

- **4.1** Children with SEND have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.
- **4.2** In our school the Special Educational Needs Co-ordinator (SENCo) is Beth Carabine. In her role she:
 - manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's additional needs through the use of the Local Authority Ranges document and Provision Maps;
 - supports and advises colleagues;
 - provides advice on a graduated approach to SEND support to staff, supporting and liaising with them and where necessary helping in the completion of Individual Action Plans;
 - maintains the school's SEND register;
 - contributes to and manages the records of all children with special educational needs, completing relevant documents;
 - tracks the progress of SEND pupils using school based data;
 - manages school-based assessment of children with special needs and completes the documentation required by outside agencies and the LA;
 - acts as a link with parents where appropriate;
 - maintains resources and a range of teaching materials to enable appropriate provision to be made;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports through the Head Teacher, to the Governing body;
 - manages, with the Head Teacher, a range of resources, human and material, linked to children with special educational needs.
 - Liaises with the SEND Director of Bishop Chadick Catholic Education Trust
 - Liaises with potential next providers of education;
 - Works with the Headteacher and Governors to fulfil the Equality Act.

5 **The Role of the Governing Body**

- **5.1** The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND.
- **5.2** The Governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.
- **5.3** The governing body has a member responsible for overseeing SEND in school. Currently this is Wendy Woods.

6 **Allocation of Resources**

- **6.1** The SENCo and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEN support children and those with an Educational Health Care Plan (EHCP).

- **6.2** The Head Teacher informs the Governing body of how the funding allocated to support special educational needs has been employed.
- **6.3** The Head Teacher and the SENCo meet termly to agree on how to use funds directly related to EHCPs.

7 **Assessment**

- **7.1** Early identification is vital. The school uses the SEND Ranges, in line with the LA policy, to identify children's barriers to learning. The class teacher informs the SENCo and the parents at the earliest opportunity to alert them to concerns and enlists the parents' help.
- **7.2** The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices and Special Educational Needs and Disability Code of Practice.
- **7.3** The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.
- **7.4** The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- **7.5** The Special Needs Register conforms to The Special Educational Needs and Disability Code of Practice: 0 to 25 years. Provision for SEND pupils is either in the category of SEND support or EHCP.
- **7.6** SEN support places emphasis on a graduated approach (assess, plan, do review) with an aim to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.
- **7.7** The majority of children with SEND will have their needs met within school. The purpose of an EHCP is to ensure SEND provision meets the needs of the child to secure the best possible outcomes across education, health and social care and, as they get older, to prepare them for adulthood.

8 **Access to the Curriculum**

- **8.1** All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:
 - understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- **8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning.
- **8.3** Individual Action Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an individual Action Plan to map their provision and progress.
- **8.4** All Action Plans are reviewed at least each term (December, April and July) and targets are discussed at parents/carers' evenings and/or individual appointments.

- **8.5** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed interventions related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant, outside agency or SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

9. Partnership with Parents

- **9.1** At all levels of the special needs process, the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents at all times. We encourage parents to make an active contribution to their child's education.
- **9.2** We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Annual reviews or six monthly reviews if the child is under the age of 5 years old, are held to meet with parents of children with an EHCP to which involved agencies are invited.

10 Partnership with Other Schools and Professional Agencies

- **10.1** During the course of the Summer Term, Year 3 teachers meet with Year 2 teachers to discuss the educational needs of all children in Year 2 (Transition from Key Stage 1 to Key Stage 2.) We have a programme of transition with St. Joseph's RC Academy and Year 6 teachers also meet with the Head of Year 7 and the SENCo's from both schools in the Summer Term. Any child who is moving to a different Key Stage 3 school appropriate transition arrangements are also carried out. (Transition from Key Stage 2 to Key Stage 3)
- **10.2** Our School's assigned Local Authority Educational Psychologist is Sandra Harrison. The SENCo also meets with an Educational Psychologist Consultant throughout the year who advises staff and works with pupils and parents.
- **10.3** A member of the Local Authority Nursing Staff is available to help and advise with any health/medical issues.
- **10.4** For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer <https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->

11 Monitoring and Evaluation

- **11.1** The SENCo monitors the movement of children within the SEND system in school.
- **11.2** The SENCo is involved in supporting teachers when writing Individual Action Plans for children. The Executive Headteacher, Head of School, SENCo and Assistant Headteachers hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.
- **11.3** The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

11.4 Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers
- preventing the attainment gap growing wider
- matching or bettering the pupil's previous rate of progress
- ensuring access to the full curriculum
- demonstrating an improvement in self-help, social or personal skills
- demonstrating improvements in the pupil's behaviour

12. **Complaints procedure**

- **12.1** If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Wendy Woods.
- Date of Review: September 2024
- This policy will be reviewed in September 2025