



*Love of God, Love of one another,
Love of our world, Love of learning.*

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Sept 2021 (Annually)	Vicky Moore (SENCO)	Personal Development Behaviour and Welfare Portfolio Holder

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special education provision was not made for them.

SCHOOL ARRANGEMENTS OUR AIMS AND OBJECTIVES

Aims

We aim to provide every child with access to a broad and balanced education in line with the Special Educational Needs and Disability Code of Practice 2015.

Objectives

- To identify, as early as possible, those children with SEN.
- To seek the views of parents, pupils and teachers and to involve them in the planning and reviews.
- To use our best endeavours to ensure that suitable provision is available for all children with SEN to overcome barriers to learning and to ensure the best possible outcome for them.
- To enable children with SEN to have full access to the Foundation Stage and National Curriculum.



*Love of God, Love of one another,
Love of our world, Love of learning.*

- To motivate children who have SEN by involving them in setting and reviewing realistic targets.
- To have high expectations for children with SEN.
- To value and celebrate achievements made by children with SEN.
- To work cooperatively with all other agencies and professionals.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

It is the duty of the Governing Body of the school to ensure that adequate provision is made to meet pupils' special educational needs. They are involved in monitoring the school's SEN policy and ensuring that the provision is an integral part of the School Improvement Plan.

The Personal Development, Behaviour and Welfare Portfolio Holder of the Governing Body takes special responsibility for monitoring the provision for children with SEN.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

At Sacred Heart the Special Educational Needs Coordinator (SENCO) takes responsibility for the day-to-day operation of the school's SEND policy. In line with the Code of Practice, Miss Moore is a qualified teacher and holds the National Award for SEN Coordination.

Within this role she is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Keeping a current register and records of children with SEN.
- Coordinating provision for all children with SEN including those with Education, Health and Care (EHC) plans.
- Liaising with and advising other teachers.
- Working with the Head Teacher in determining the strategic development of the SEND policy and provision.
- Liaising with and giving professional guidance to colleagues.
- Signposting staff to suitable continuing professional development (CPD).
- Administering additional assessments to highlight any possible barriers to learning.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff and Learning Support Assistants (LSAs).
- To attend relevant SEN courses and meetings.
- Liaising with and commissioning external agencies on behalf of those children with SEN.
- Being familiar with the provision available in the Local Offer and signposting families to suitable opportunities.



*Love of God, Love of one another,
Love of our world, Love of learning.*

- Applying for statutory assessments where necessary and completing all paperwork within the statutory time frame.
- Coordinating annual reviews for children with EHC plans.
- Completing Early Help assessments where appropriate.
- Tracking the progress of children with SEN.
- Working with feeder or transition schools.
- Monitoring the effectiveness of interventions.
- Annually reporting to the Governing Body.
- Ensuring the SEN annual report is published on the website.
- Updating the school's Local Offer.
- Ensuring, with the Headteacher and the Governing Body, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments.

THE CLASS TEACHER

Provision for pupils with SEN is a matter for the school as a whole. The child's class teacher remains responsible and accountable for the progress and development of the pupils in their class including where pupils access support from LSAs or specialist staff.

The teacher must:

- Ensure that pupils with SEN receive high quality inclusive teaching and learning that is suitably differentiated to the needs of the child.
- Collaborate with other staff on problem-solving, planning and support and teaching strategies for SEN pupils.
- Be aware of the school's policy for the identification and assessment of SEN.
- Oversee content and progress of SEN intervention programmes of those children in their class.
- Develop and review Individual Support Plans (ISPs) where necessary.
- Contribute to the writing and review of EHC plans.
- Liaise regularly with parents and SENCO.

CO-ORDINATING AND MANAGING PROVISION

The Headteacher, in collaboration with the SENCO, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.



*Love of God, Love of one another,
Love of our world, Love of learning.*

- The SENCO is employed to manage and oversee SEN provision within the school.
- LSAs are employed on a part time and full time basis. A proportion of their time is allocated specifically to support children with SEN in small groups or individually. This support may take place either inside or outside the classroom.
- Children with EHC plans have an LSA employed specifically to support their needs as described by the current ISP. They work closely with the SENCO to report back on progress and any possible barriers. They also attend Annual Reviews with the CT and SENCO and liaise closely with parents.
- Parents of SEN pupils are invited to attend review meetings with the CT termly to discuss their child's progress and interventions that are being applied. These meetings may be in the form of an extended Termly Learning Conference (TLC) meeting. Additional meetings are arranged, as needs arise, and with additional personnel where necessary.
- The SENCO attends Pupil Progress meetings with the HT, CT, LSA and parents where the focus is pupils who are causing particular concern.
- The SENCO meets with CTs and LSAs as the needs arise to discuss progress and barriers to learning of SEN and other children.
- The SENCO leads CPD around areas of Inclusion.
- The SENCO meets with the Headteacher to discuss SEN provision within the school on a termly basis and as needs arise.
- The Headteacher and the SENCO meet with the LSAs to discuss school and Inclusion issues.
- The SENCO attends and contributes to the weekly Management meeting.
- The SENCO monitors differentiation and inclusion in the school.

ADMISSION ARRANGEMENTS

Sacred Heart School strives to be a fully inclusive school. All pupils are welcome, including those with SEN, in accordance national legislation and with the School's Admissions Policy.

ACCESSIBILITY

The school acknowledges that the two-storey KS2 block may be incompatible with the efficient education of children with certain special needs. However there are sufficient classrooms on the ground floor to accommodate access for all learners. The rest of the school is fully wheelchair accessible and there are three disabled toilets.

IDENTIFICATION, ASSESSMENT AND PROVISION

ALLOCATION OF PROVISION

All schools in Southend receive funding for pupils in three main ways:



*Love of God, Love of one another,
Love of our world, Love of learning.*

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO
- The delegated SEN budget covers core support for pupils receiving additional support.
- Specific top-up funds are allocated to pupils with EHC plans where more than 13 hours of support is needed.
- Pupil premium.

IDENTIFICATION AND ASSESSMENT

- All children at Sacred Heart are regularly assessed using Teacher Assessment, Hertfordshire reading test, Suffolk reading test, NFER Spelling tests and end of term. These assessments are tracked half-termly so that children who fall below expected levels can be quickly identified.
- Pupils in the Foundation Stage are continually assessed throughout the year using the Foundation Stage Profiles.
- Nottingham Tracking records are also used to track contextual value added (CVA) and highlight pupils not achieving expected progress.
- Books are regularly scrutinised by subject coordinators.
- Management meetings take place weekly at which pupils' progress is examined. Any pupils not achieving expected progress are highlighted and strategies discussed and implemented.
- The CT highlights concerns about individual pupils by completing a referral form which is forwarded to the SENCO. The CT and the SENCO arrange a meeting to discuss the pupil's difficulties, strategies already implemented, next steps and possible future interventions.
- The school takes seriously concerns raised by parents. These are recorded and compared to the school's assessment and information on how the child is developing.
- The SENCO observes the identified pupils.
- The SENCO administers additional relevant assessments for diagnostic and formative purposes.
- In some cases, outside professionals from health or social care may be involved and these professionals are invited to liaise with the school to help inform assessments.
- When all possible information is gathered a decision is made about whether it is appropriate to place the child on the SN register by matching levels to the Southend guidelines.
- A meeting is arranged by the CT to inform the parents of the school's concerns and to inform them that a meeting will be arranged with the SENCO to discuss strategies and interventions.
- The school's available provision can be seen on the Sacred Heart School Offer (Appendix 1) or on the school website.
- Local and national provision can be seen by visiting:
<https://livewellsouthend.com/kb5/southendonsea/directory/home.page>
- An individual plan is written for the child to address priority areas of difficulty. This plan is reviewed and updated regularly as outlined by the graduated approach section below.



*Love of God, Love of one another,
Love of our world, Love of learning.*

- Where further specialist assessment or advice is necessary the school completes an Early help Assessment with the parents. Through this process the child can be referred to relevant services or, if necessary, to the Local Authority SEN Panel for assessment.
- The SLT and SENCO review the progress termly through tracking of attainment levels, soft data and meetings with CTs and LSAs.
- The SENCO and/or CT relays this information to the parents at the termly reviews.
- For specific pupils the HT arranges Pupil Progress meetings to which the parents are invited to discuss the child's progress together with the HT, CT, SENCO, LSA and any other involved parties. At these meetings possible barriers to learning are discussed together with targets, strategies, interventions and suggestions of ways the parents can support their child.

THE GRADUATED APPROACH

High quality teaching that is different and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to or different from** this. This is special educational provision under Section 21 of the Children and Families Act 2014 ensures such provision. Like all schools, Sacred Heart School uses its best endeavours to ensure that this additional provision is made for those who need it.

The previous stages of Early Years Action, Early Years Action Plus, School Action and School Action Plus have been replaced by one single school based SEN support category.

The Code of Practice recognises four broad areas of need:

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

These areas of need are identified through a graduated approach. This approach is based on a four-part process of Assess, Plan, Do and Review.

Early Years

- In Early Years, assessment and decisions are very much informed by the information and insights of parents together with school based assessments.
- Practitioners note what the child can do and set manageable, relevant targets from this point.
- Practitioners are assigned to interventions and parents are advised how they can help support their child.



*Love of God, Love of one another,
Love of our world, Love of learning.*

- A date is set for the next review.
- Progress towards these targets is monitored regularly and relevant new targets are set.
- Parents are kept informed formally and informally.
- If, after three reviews, there is no noticeable progress, further more in depth assessments will be undertaken either by school practitioners or outside agencies.
- Further targets will be set informed by this new information.

Statutory Assessment

Statements and S139a Learning Difficulty Assessments (LDA) have been replaced by a single Education, Health and Care (EHC) plan. As with the previous Statements a Statutory Assessment remains the criteria to make an EHC plan.

The school will apply for statutory assessment if they feel there is:

- Evidence that, “despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress...”
- This more specific and targeted support has been in place for a sustained period (usually two terms).
- The child is receiving school based support in excess of 13 learning support hours.
- The child meets the Southend Borough Council criteria for Statutory Assessment of SEN.
- The parents agree to the assessment.

The entire process will be carefully explained to the parent and the parent will be kept informed throughout and signposted to relevant websites and parent support agencies.

Key Stage 1 and 2

The graduated approach is very similar to that in Early Years in both Key Stage 1 and 2. More assessments are available as the child develops and there will be more tracking to refer to. However, the process will be the same except that the child themselves will have a more involved part in it.

CURRICULUM ACCESS AND INCLUSION

Sacred Heart School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils



*Love of God, Love of one another,
Love of our world, Love of learning.*

- Systems for early identification of barriers to learning and participation
- High expectation and appropriate targets for all children.

EVALUATING SUCCESS

The success of Sacred Heart's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the HT, SENCO and subject leaders.
- Monitoring and evaluating the success of specific interventions.
- Monitoring the success of individual's targets on pupils ISPs.
- Analysis of pupil tracking and test results for individual pupils and cohorts.
- Value-added data for pupils on the SEN register.
- Regular monitoring of procedures and practice by the Personal Development, Behaviour and Welfare Portfolio Holder of the Governing Body.
- A yearly SEN report published on the website.
- The School Improvement Plan.

ARRANGEMENT FOR COMPLAINTS

Parents have every opportunity to make an appointment to discuss their child's progress with the HT or appropriate staff member in the school. If a concern cannot be addressed by a member of staff or the HT then the parent is referred to the Chair of Governors.

The Local Authority's Information, Advice and Support Service (IASS) offers comprehensive, impartial and appropriate advice. For more information please visit www.southendinfopoint.org.

STAFF DEVELOPMENT

- The SENCO and LSAs attend relevant courses.
- The SENCO feeds back information at staff and LSA meetings.
- LSAs are invited to relevant staff meetings.
- Advanced Skills Teachers are invited to speak to relevant LSAs regarding specific barriers to learning.
- The Educational Psychologist meets with the SENCO, CT and LSAs to discuss strategies for specific pupils
- CPD for the LSAs is led by SEND specialists.
- The SENCO also attends Cluster and Borough meetings as well as yearly SEND conferences where good practice is shared and new processes explained.
- External speakers are also invited to speak to the staff about health and curriculum matters.
- The SENCO takes the lead at staff meetings or INSET days when appropriate.



*Love of God, Love of one another,
Love of our world, Love of learning.*

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

- The School refers to the Central Locality Team and the SEN department of the Authority for advice where necessary.
- The SENCO invites the Early Years SEN Advisor to observe, assess and give advice for specific pupils.
- Advanced Skills Teachers visit the school to give advice when pupils causing concern are referred to them by the SENCO.
- The Educational Psychologist is commissioned to observe, assess and advise.
- Appointments can be made with the School nurse for parents with children they have health concerns about. The SENCO will also make requests for assessment where concerns exist.
- Specialists teachers visit the school regularly to observe, assess and give advice.
- The school works alongside Speech Therapists and Occupational Therapists where a programme is being put into place for an individual child.
- The school refers pupils to GPs and corresponds with Paediatricians and other health specialists.
- The school refers parents to the LA Information, Support and Advice Service if the need arises.
- The school has a contract with the Brentwood Children's society to work with children who need emotional support.
- Relevant Secondary schools receive information concerning pupils with SEN in the summer term of the child's transfer.
- The SENCO from the receiving Secondary school is invited to attend both the Yr 5 and Yr 6 Annual Review of pupils transferring with an EHC plan.
- Appointments are made for the children with SEN to have extra visits to their Secondary school and meet their Secondary school SENCO and support teachers.

PARTNERSHIP WITH PARENTS

The school has a duty to inform the child's parents that special educational provision is being made for the child because, at that specific time, the child has SEN. At Sacred Heart we promote a culture of cooperation between the school and parents. We believe this is vitally important in enabling children with SEN to achieve their potential. The latest reform in SEN also highlights the importance and value of this relationship.

- The class teacher has an initial meeting with the parents to inform them that they have a concern and that they are involving the SENCO. Following this the class teacher and the SENCO collate information. As soon as possible after this the SENCO meets with the



*Love of God, Love of one another,
Love of our world, Love of learning.*

parents to inform that the child is being placed on the SEN register and to explain the graduated approach.

- Within 2 weeks a follow-up meeting is arranged with the CT, parents, SENCO and child (KS1/2) to discuss what the child can do, barriers to learning, targets and strategies. A review date is set at this meeting.
- Further reviews take place at least termly with the child's CT. The SENCO is present at most of these meetings.
- The parents will be sent a copy of the notes from this meeting and the resulting ISP.
- Parents of pupils who have EHC plans are also invited to attend Annual Reviews to discuss their child's progress. Any other agencies involved are also encouraged to attend. In this meeting parents are also given the opportunity to express and discuss, with those present, additional concerns for their child.
- Parents are encouraged to make appointments with the SENCO at any other time if they have a concern.
- The HT and members of the teaching staff are also available to speak to parents if an appointment is made.
- For specific pupils the HT arranges Pupil Progress meetings to which the parents are invited to discuss the child's progress together with the HT, CT, SENCO, LSA and any other involved parties. At these meetings possible barriers to learning are discussed together with targets, strategies, interventions and suggestions of ways the parents can support their child.
- Parents and pupils attend individual Termly Learning Conferences twice a year. Parents are encouraged to actively participate in the dialogue about the pupil's learning.
- If further time is needed to expand discussions started at these conferences additional appointments can be arranged.
- Parents are encouraged to attend meetings with any specialists who have assessed or worked with their children.
- Where felt useful and compliant with the adults wishes, parents are referred to parenting or support groups. Parents are referred to the Southend information point at <https://livewellsouthend.com/kb5/southendonsea/directory/home.page>
- Occasionally, when it is felt advantageous, a parent is invited to observe their own child within a classroom setting.
- On some occasions a parent has been invited to observe the way behaviour issues are dealt with or academic subjects taught to improve their own understanding.
- Parents are encouraged to attend information meetings.
- The school encourages parents to contact the Information, Advice and Support Service if they need impartial advice, guidance or support that the school is unable to give. The Service can be contacted at <https://livewellsouthend.com/kb5/southendonsea/directory/home.page>



*Love of God, Love of one another,
Love of our world, Love of learning.*

THE VOICE OF THE CHILD

Increasingly children with SEN are involved in making decisions about their targets and methods of monitoring progress. At pupil's Termly Learning Conferences they are involved in evaluating their own success and discussing possible next targets.

Children with social or behavioural problems are also involved in setting their own targets. They are also involved in devising their own monitoring and reward system.

Pupils in KS1/2, and occasionally in Early Years, are invited into part of their reviews with the parents and CT to celebrate their success and be part of the planning process.

TRANSFER ARRANGEMENTS

Children with EHC plans should have their plan amended by the LA by 15th February of the year of transfer. The transition review therefore has to be completed in the first half of the final term of Yr 5. At this review the parents' preferences and views can be made. This should enable all arrangements for the child's placement to be completed no later than the beginning of March before transfer. (Where the options are not clear at the Yr 5 review it may be necessary to hold an interim or early annual review in the Autumn term of Yr 6.)

The SENCO from the child's chosen Secondary school is invited to attend the Yr 5 Annual Review.

At the final review the SENCO of the receiving school is also invited so that early provision can be made. This also enables the pupil and the parents to be reassured that an effective and supportive transfer will occur.

References

Department for Education (2014) *Schools: guide to the 0 to 25 SEND code of practice*. Accessed online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf [date last accessed 17/03/18]

This policy was ratified by the Local Governing Committee on 23rd September 2020.