



Special Educational Needs and Disability Policy

**St Benet's is
A happy and holy place of learning, and the centre of a
thriving community.**

**Provide an inclusive and reflective learning environment
which promotes growth, unity and equality for all.**

(St Benet's RCVA Primary School: Mission Statement)

"The purpose for all children is the same, the goals are the same but the help individual children need in progressing towards them will be different." (Warnock Report 1983)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

(UNICEF Rights of the Child Article 23)

Intension

It is the intention of this school, not to treat everyone equally, but to ensure that every individual child has an equal opportunity to access an appropriate broad and balanced curriculum that allows them to achieve their own potential, whatever that may be.

The following policy lays out the ways and means we use to achieve this.

At St Benet's Roman Catholic Primary School;

- + We believe in equality of opportunity and aim to provide all children with an enriched education appropriate to their age and ability, through a broad, balanced and relevant curriculum which is set within the framework of the National Curriculum.
- + We believe all children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.
- + We recognise the need to work in partnership with parents and value the contribution parents make to their child's education.
- + We recognise the role of children to contribute their views on the provision provided
- + Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- ❖ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ❖ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- ❖ Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.
- ❖ Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of Need

The children's needs and requirements may fall into at least one of four areas, though children may have inter-related needs.

The areas of need are:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties such as dyspraxia, hearing impairments or autistic spectrum disorders (ASD).

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and ASD.

Social, Emotional and Mental Health Difficulties

Children may be withdrawn or isolated, disruptive, hyperactive and lack concentration. They may present with immature social skills or present challenging behaviours.

Sensory/ Physical Difficulties

Children may have profound and permanent hearing impairment, visual impairment, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Aims of this Policy

- To maintain the graduated process of assessment and review, as outlined in the Code of Practice 2015.
- To ensure the equality of opportunities for all children.
- To develop a system for the early identification and assessment of a child's SEND.
- To work in partnership with parents, actively encouraging their participation.
- To take into account the views of the child.
- To seek support from outside services, when required, so that the child's needs are addressed as early as possible.
- To take into account SEND when identifying staff training needs.

Responsibilities

The Role of the Class teacher:

- ✓ Changing the way activities are planned and delivered
- ✓ Matching activities to the ability / need of each child (differentiation)
- ✓ Adapting learning materials such as equipment and activities to suit each child's needs
- ✓ Offer small group support to promote skills identified in the child's Support Plan.

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

The Role of the SENCO:

- ✓ Ensure the right support is put in place for each child.
- ✓ Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date SEND Support Plan detailing how their needs will be met in school.
- ✓ Arrange training for staff so they understand each child's needs.
- ✓ Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have.
- ✓ Work with other professionals who may be able to help individual children.

St. Benet's RCVA Primary School's approach to SEND

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork and some interventions or therapy groups. Children at this level may be on a monitoring list or have a short note where teacher(s) are aware of some potential difficulties the children may face. Their progress and emotional support is carefully tracked and reviewed.

SEN Support

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Where a child continues to make less than expected progress, despite interventions, advice from other agencies may be sought to provide the children with more highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Education Health Care Plan (EHCP)

If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority.

Parents can also request an EHC Needs Assessment direct from the Local Authority.

Home School Partnership

- At St. Benet's we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents and /or carers are invited to meet with their child's class teachers termly where SEND support plans are discussed, and interventions and targets agreed.
- All parents are welcome to make appointments to speak to their child's class teacher (and the SENCO if they wish) at any time they wish to discuss their concerns about their child.

Pupil Views

- Children’s views matter to us and they will be consulted as to how they feel they are best supported in their learning.
- All children are involved in the setting of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Keeping children Safe in education Policy (updated annually in school)
- Accessibility Plan
- Teachers Standards 2012

Named Persons

SENCO – Mrs Diane Calvert
Head Teacher – Miss Catherine Harper
SEN Governor – Mrs Bernadette Davison

Policy:	SEND Policy
Author:	Mrs D Calvert
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