

# St Vincent De Paul R.C. Primary School, Knutsford

**Mission Statement:**

*"Believe, trust and be ready."*



## SPECIAL EDUCATIONAL NEEDS POLICY

Updated: May 2023



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## 1. Aims

*“Believe, trust and be ready”*

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).

This policy will set out guidance aimed at enabling pupils with special educational needs (SEND) to reach their full potential, to be included fully in our school community and make a successful transition to secondary education. For many children, their mainstream setting will meet all their special educational needs. Some children will require additional help from SEND services or other agencies external to the school. A very small minority of children will have SEND of a severity or complexity that requires the LEA to determine and arrange the special educational provision their learning difficulties require.

### Objectives

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

## 2. Legislation and guidance

This policy and information report 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.
- Equality Act 2010
- Advice for schools DfE Feb 2013

### 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 most of the others of the same age
- 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.

The Code of Practice details four broad categories of SEN. They are as follows:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification of category of need is to work out what action the school needs to take, not to fit the pupil into a category. St Vincent's Catholic Primary School identifies the needs of its pupils by considering the needs of the whole child not just his/her special educational needs.

The following are not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of a Pupil Premium Grant
- Being a child of a Serviceman/woman

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCOs are Mrs. Emma Dowler (EYFS and KS1) and Miss Naomi Liddy (KS2). Both are fully qualified teachers who have completed the NASENCO award for leading SEN in schools. They 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 using the [Cheshire East Tool kit for SEND](#)
- 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 that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaise regularly with the SEN Governor and report termly to the Board of Governors.
- Update the school SEN Policy, complete the SEN Information Report and SEN in a Nutshell.
- Update and maintain the SEN Register our SIM's management system.

### 4.2 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.
- Work with the headteacher and SENCOs to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The headteacher

The headteacher will:

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

### 4.4 Class teachers

All teachers are teachers of children with special educational needs and/or disability and plan adaptations to the curriculum to meet their needs, within the classroom wherever possible to promote inclusion. They are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs.

The class teacher is responsible for:

- Monitoring individual pupil progress and identifying areas of concern. This may include attending relevant SEND meetings.
- Liaising and discussing with parents/carers regarding concerns.
- Using effective learning strategies to meet the needs of the individual.
- Liaising with the SENCO, SEND Team Support staff and Pastoral Manager, where appropriate.
- Assessment and regular evaluation of the individual child's progress.
- Writing of year group/individual provision maps in consultation with the SENCO.
- Setting additional learning objectives/SMART targets for individual children (involved in writing 'First Concerns' and SEND Support plans).
- Meeting with parents/carers to discuss individual plans (First Concerns/SEND Support plans).

- Meeting with external agencies where appropriate.
- Reporting on progress made at relevant review meetings.
- Ensuring they follow this SEN policy.

#### 4.5 Parents/Carers

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, school, the Local Authority and others. This is essential in enabling children with Special Educational Needs and/or Disability to achieve their potential. Parents/carers as valued partners are actively involved in supporting and encouraging their child. They discuss their child's needs with the class teacher and are involved in meetings, setting and reviewing targets, working with/alongside outside agencies where required. Any parent/carer of a child with special educational needs may contact a parent partnership organisation for independent advice (CEIAS, Cheshire East Information Advice and Support [www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)).

Parents/carers can access a 'local offer policy' on the school website to gain a detailed picture of SEND practice in our school. The policy refers to the day-to-day practice of SEND in school with reference to the following headings:

- Identification
- Teaching, learning and support
- Keeping students safe and supporting well being
- Working together and roles
- Inclusion and accessibility
- Transition

#### 4.6 The Child

It is very important for the child to be involved in the process of setting and reviewing their own individual learning objectives/targets to further support their learning. This takes place through discussion with the class teacher and parents/carers. Where appropriate, individual pupils may be invited to attend review meetings. Pupil voice is always gathered prior to SEN reviews with parents.

## 5. The Graduated Approach to SEN

### 5.1 – Early Identification

Early identification of SEND is of high importance at St Vincent's. The SEN Code of Practice (2014) identifies broad areas of need further explained in the Cheshire East SEN Toolkit.

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

These areas give an overview of the range of needs that should be planned for. The purpose of identification of category of need is to work out what action the school needs to take, not to fit the pupil into a category. St Vincent's Catholic Primary School identifies the needs of its pupils by considering the needs of the whole child not just his/her special educational needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. School staff monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the SLT (Senior Leadership Team). Class teachers will also make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- General wellbeing
- Emotional or behavioural presentation
- Their profile against recognised characteristics of specific forms of SEN



This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this alongside [Cheshire East SEND Toolkit](#) to determine the support that is needed and whether we can provide it by Quality First Teaching or whether something different or additional is needed.

Behaviour is not classed as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs and adjust through quality first teaching (high quality teaching, differentiated for individual pupils). It may be that the class teacher will need to consider family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to a trauma or to home-based experiences (e.g. bereavement, parental separation), it may be appropriate to complete an Early Help assessment with the family and to support the child through that process. However, behaviour can also be the product of specific learning difficulty and needs to be monitored to identify triggers and ways to support the child with their needs.

## 5.2 First Discussions

Should the class teacher and SENCO decide that the information that has been gathered indicates a need for special educational provision, the class teacher and school SENCO then arrange a meeting to discuss the pupil's areas of strength and difficulty with the pupil and the pupil's family. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Where a pupil is identified as having SEN, St Vincent's Catholic Primary School uses its best endeavours to take action to remove barriers to learning and to put effective special educational provision in place.

## 5.1 First Concerns - Quality First Teaching

Quality First Teaching is the first step of a graduated response that is taken to respond to pupils who have or may have SEN. Depending on the level of the child's needs, the decision might be made to offer quality first class-based support approaches, for example advice might be offered to the class teacher to support

differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered and this will be recorded on a school focused plan at 'First Concerns'. This is then reviewed each half term between parents, teachers and consider the pupil voice.

#### **5.4 SEN Support - School Focus Plan**

Where a child does not make good progress through targeted support at First Concerns more 'additional to and different from' support will be needed and an 'SEN Support' plan will be required. Those pupils with these higher levels of need may also need support from outside agencies.

A school focused plan is used as a planning tool and is based on the assessment of the pupil's needs, their progress attainment, pupil and parent views alongside the Cheshire East SEN Toolkit. The school focused plan takes the form of a four-part cycle: 'assess, plan, do, review' which is completed at least three times a year. During these reviews –

- previous targets are evaluated
- impact on pupil progress is discussed
- Pupil, parent and teacher views are shared
- New SMART targets are set

At any update where a pupil is making less than expected progress, despite evidence-based support and effective interventions, the school may involve specialists who will impact further on effective teaching approaches, equipment, strategies and interventions. A representative from Cheshire East SEND team can also attend meetings if complex outcomes are expected.

If a pupil makes good progress and support is no longer required, they will be moved onto First Concerns to monitor.

The SENCO keeps a register of pupils at SEN Support on our SIM's data management system. This is regularly reviewed and monitored to ensure information is up to date.

#### **5.5 Moving to an EHCP Education Health Care (EHC) Plan**

If children fail to make progress despite high-quality targeted support at Special Educational Needs Support, school may apply for the children to be assessed for an EHC Plan by requesting a needs assessment from Cheshire East SEND team. Generally, school applies for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or dyslexia) does not mean that a child needs an EHC Plan.

If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations, as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

Parents may request an EHCP assessment from the Local Authority should they wish.

If an EHCP is not granted, school and/or parents may request support from the [Cheshire East SEND Mediation and Disagreement Service \(DRS\)](#)

## 5.6 – Removal from the SEN Register

A child will exit the SEND register/record at St Vincent's if no special educational provision must be made for him or her. If he/she does not have a significantly greater difficulty in learning than the majority of other of the same age or if he/she recovers from the disability which previously prevented or hindered him or her from making use of facilities of a kind generally provided for others of the same age at St Vincent's.

## 5.7 – Access Arrangements for Tests

Access arrangements for tests followed by assessments e.g. SATs are applied for and followed. Transition is provided for pupils from class to class, across key stages and to other schools.

## 5.8 – Supporting Pupils with medical conditions.

The school recognises that pupils at school with medical conditions should be safely and respectfully supported so that they have full access to education, including

school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. The school's policy for supporting children with medical needs is contained within the Asthma Policy, Administration of Medicines Policy and the Health and Safety Policy which can be found on the school website.

## **6. SEN in action**

### **6.1 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating or scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Developing bespoke intervention groups where appropriate
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **6.2 Additional support for learning**

We have teaching assistants who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 basis when appropriate. Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

- CEAT – Cheshire East Autism Team
- Educational Psychologists
- SaLT
- Physiotherapist
- Occupational Therapist
- CAMHS – Child and Adult Mental Health Services

- Dyslexia Assessors
- SPOTSS – Sensory Processing Occupational Therapist School Support
- Any other agencies that are appropriate for a child's specific needs

### **6.3 Expertise and training of staff**

Our SENCOs have completed the NASENCO Award and are developing experience in this role. Both SENCOs are working as class teachers, Miss Liddy in KS2 and Mrs Dowler in KS1. Mrs Dowler is also on the Senior Leadership Team. Both SENCOs attend locality SEND Cluster meetings in order to keep abreast of current procedures and policy.

We have a team of dedicated teaching assistants who are trained to deliver SEN provision.

Teaching Assistants, Mrs Hales and Miss Hughes are both fully trained ELSA – Emotional Literacy Support Assistants and provide small group and 1:1 support for pupils with social and emotional needs.

### **6.4 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All pupils at St Vincent's:

- Can access our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- Are encouraged to go on our residential trip(s)
- Are encouraged to take part in sports day/school plays/special workshops.
- Are included regardless of their SEN or disability.
- The school's Accessibility plan can be found in the Policy Section on the School website.

### **6.5 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development if appropriate by offering time in either ELSA support (KS1 and KS2) or Resilient Classroom (KS1).

We have two ELSA trained Teaching assistants. Class Teachers and parents can refer pupils to receive support for our ELSA specialist for any social and emotional needs.

- Pupils with SEN are encouraged to be part of the School Council if they wish to do so
- Pupils with SEN are also encouraged to take part in extracurricular clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying. Any incidents of bullying are logged and dealt with according to the Behaviour and Anti Bullying policies.

### 6.6 Complaints about SEN provision

Complaints about SEN provision in our school should be made to either the class teacher or SENCO in the first instance and then if appropriate, this could be passed on to the Head Teacher. If this can't be resolved at this stage, then they will then be referred to the school's complaints policy. The complaints policy can be viewed on the policy section of the school website.

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

### 6.7 Contact details of support services for parents of pupils with SEN

Appropriate support services that may help a child with a particular need will be discussed with parents on an individual and personal basis.

- [Cheshire East Local Offer](#)
- [Cheshire East SEND Toolkit](#)
- St Vincent's Catholic Primary School SEND Information Report can be found on the school website.
- [Cheshire East Education Psychology](#)
- [CEAT - Communication and Autism Team](#)
- [Cheshire East Information, Advice and Support Service](#) (tel 0300 123 5166)

## 6.8 - Admissions

St. Vincent's is a Catholic Primary School under the trusteeship of the Diocese of Shrewsbury. It is maintained by Cheshire East Education Authority. As a Voluntary Aided School, the Governing Body is the Admissions' Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Education Authority. This means that parents wishing to apply for a place at St. Vincent's will need to make the application via Cheshire East Council, who will pass the application information onto the school. The Governors make the decision - not the Local Authority.

## 6.8 SEN Funding

From 1st April 2013 SEN funding has been delivered to Cheshire East schools in 3 elements:

### *Element 1 Linked to Mainstream Funding*

This is delivered as part of the 'Schools Funding Block' and allocated to ALL pupils through the Basic per Pupil Entitlement (BPPE).

### *Element 2 Low Cost, High Incidence Funding*

This also forms part of the 'Schools Funding Block' and is called Additional Pupil Support. This funding is triggered by a pupil's previous attainment:

Pupils who scored below 73 points on the Early Years Foundation Stage Profile (EYFSP) pre-2012-2013 cohort and post 2012-2013 for those who are emerging on the EYFSP.

### *Element 3 Top-up Funding*

For pupils with more complex needs the school applies to Cheshire East to be considered for Top-up Funding.

## 6.9 Staff Training

Training needs of staff are identified and planned for through performance management and by the SLT given consideration of the needs of the SEN children with the school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place

around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attends the Local Authority Cluster meetings to keep up to date with local and national updates in SEND.

SENCOs attend CEAT and EP consultation each half term when appropriate.

## 7. Monitoring arrangements

School monitors and evaluates the quality of SEND provision offered to pupils once exit data has been recorded on class provision maps. Alternative interventions take place if progress is not adequate.

SEND provision is also monitored and evaluated through observation of the teaching of interventions by the SLT and SENCOs. Outcomes of these observations are shared with staff. Areas that need developing may become appraisal targets or trigger further training.

The school SEN School Focus Plan review meeting provides parents with an opportunity to evaluate how their child has responded to the SEN provision in school and how this could be improved. The school also sends out a questionnaire at the end of the academic year to school staff and the parents of children who have SEN. This questionnaire gives stakeholders the opportunity to comment on the effectiveness of provision.

School has an identified SEN governor, Mrs Helen Williams, who meets termly with the SENCO to review and monitor provision for SEND across the school. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

This policy and information report will be reviewed by SENCOs, SEN Governor and the Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by staff and the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Anti-Bullying Policies
- Supporting pupils with medical conditions
- SEND Information Report (see school website)