

**St Alban's Catholic Voluntary Academy**  
**Part of the St Ralph Sherwin Multi Academy Trust**



## SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

### SECTION 1 OUR VALUES

- 1.1 St Alban's Catholic Voluntary Academy provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to the wide range of children's abilities and learning needs. Every teacher is a teacher of every child or young person including those with SEND.
- 1.2 The Head Teacher, Special Education Needs Coordinator (SENCo), Miss Ashley Leatham, Senior Management team and teachers were involved in the making of this policy. It was ratified by the St Alban's Catholic Voluntary Academy Governors. The staff of St Alban's Catholic Voluntary Academy are all committed to its principles. From time to time aspects from the Special Education Needs (SEN) objectives are addressed in the St Alban's Catholic Voluntary Academy Improvement plan. These may be linked to the requirements of other subjects.

### SECTION 2 AIMS AND OBJECTIVES

- 2.1. St Alban's Catholic Voluntary Academy's aims and objectives are:
  - 2.1.1. To make sure that all pupils have access to a broad and balanced curriculum.
  - 2.1.2. To provide a curriculum appropriate to each child's needs and ability.
  - 2.1.3. To make sure that all children who need SEND provision are identified as early as possible in their school career.
  - 2.1.4. To make sure that SEND pupils take as full a part as possible in all school activities.
  - 2.1.5. To make sure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
  - 2.1.6. To make sure that SEND pupils are involved, where practical, in decisions about their future SEND provisions.
  - 2.1.7. To work within the guidance provide in the SEND Code of Practice
  - 2.1.8. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
  - 2.1.9. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
  - 2.1.10. To provide ongoing support and advice for all staff working with special educational needs pupils.
- 2.2. Whilst many factors contribute to the range of difficulties experienced by some children, we, at St Alban's Catholic Voluntary Academy, believe that much can be done to overcome them by parents, teachers, and pupils (and sometimes the parish community) working together.

### SECTION 3 DEFINITIONS OF SPECIAL EDUCATION NEEDS TAKEN FROM SECTION 20 OF THE CHILDREN AND FAMILIES ACT 2014

- 3.1. A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.
- 3.2. **A child has learning difficulties if he or she:**
  - 3.2.1. Has a significantly greater difficulty in learning than the majority of children of the same age.
  - 3.2.2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority
- 3.3. **Special education provision means:**
  - 3.3.1. Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- 3.4. St Alban's Catholic Voluntary Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.
- 3.5. Special educational needs could mean that a child has difficulties in:
  - 3.5.1. Communication and Interaction - in expressing themselves or understanding what others are saying
  - 3.5.2. Cognition and Learning - in acquiring basic skills in school
  - 3.5.3. Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
  - 3.5.4. Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.
- 3.6. Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.
- 3.7. For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. [Children are not regarded as having SEND solely because their language (or form of home language) is different from that in which they are taught.]

## SECTION 4 ROLES AND RESPONSIBILITIES

- 4.1. Children may have Special Educational Needs either throughout or at any time during their school career. This policy makes sure that curriculum planning and assessment for children with Special Educational Needs takes note of the type and amount of difficulty that the child has.
- 4.2. The SEND team of the school is:
  - 4.2.1. SENCO – Miss Ashley Leatham
  - 4.2.2. Safeguarding/Child Protection – Mrs Kate Johnson and Mrs Patsy Wilson
  - 4.2.3. SEND Governor – Mr Stuart Olivier
  - 4.2.4. Learning Mentor – Mrs Patsy Wilson
- 4.3. **The Role of the SENCO**
  - 4.3.1. The SENCO plays a crucial role in St Alban's Catholic Voluntary Academy's SEN provision. This involves working with the head teacher and governing body to determine the strategic development of the policy.
- 4.4. Other responsibilities include:
  - 4.4.1. Overseeing the day to day operation of the policy

- 4.4.2. Co-ordinating the provision for pupils with SEN, ensuring that the school is following The Gradated Response.
  - 4.4.3. Liaising with and giving advice to fellow teachers
  - 4.4.4. Organising and chairing reviews
  - 4.4.5. Making a contribution to In-service Training (INSET)
  - 4.4.6. Making a contribution to the Senior Management Team Liaising with parents, external agencies, Local Authority (LA) support services, Health and Social Services and voluntary bodies
- 4.5. For effective co-ordination staff must be aware of:
- 4.5.1. The roles of all participants
  - 4.5.2. The procedures to be followed
  - 4.5.3. The responsibilities all teachers have in making provision for SEN pupils
  - 4.5.4. The commitment required by staff in keeping the SENCO well informed about pupils' progress
  - 4.5.5. How they can access information about SEND pupils
  - 4.5.6. The procedure by which the parents are informed of this concern and the subsequent SEND provision
- 4.6. Parents will also be informed at the outset of whom they need to keep in touch with and how this may be done.
- 4.7. **The Role of the Governing Body**
- 4.8. The governing body's responsibilities to all pupils with SEND include:
- 4.8.1. Ensuring that provision for SEND pupils is of a high standard
  - 4.8.2. Ensuring the appointment of an SEND link governor to liaise with the SENCO and report back to the governing body about how the SEND provision is being organised and what help may be needed from the governors
  - 4.8.3. Ensuring that SEND pupils are fully involved in St Alban's Catholic Voluntary Academy activities
  - 4.8.4. Having regard to the Code of Practice when carrying out these responsibilities
  - 4.8.5. Being fully involved in developing and subsequently reviewing the SEND policy
  - 4.8.6. Reporting to parents on St Alban's Catholic Voluntary Academy's SEND policy including the allocation of appropriate resources
- 4.9. **The Role of the Class Teacher**
- 4.9.1. Being aware of St Alban's Catholic Voluntary Academy's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
  - 4.9.2. Collaborating with the SENCO to decide the action required to assist a pupil to progress
  - 4.9.3. Working with the SENCO to collect all available information on the pupil
  - 4.9.4. Preparing Target Plans for SEND pupils in collaboration with the SENCO and other concerned parties
  - 4.9.5. Working with SEND pupils on a day to day basis in order to deliver the individual programmes.
  - 4.9.6. Reviewing Target plans.
  - 4.9.7. Developing a constructive relationship with parents
  - 4.9.8. Being involved in the development of the St Alban's Catholic Voluntary Academy's SEND policy
- 4.10. **The Role of the Head teacher**
- 4.10.1. The day to day management of all aspects of St Alban's Catholic Voluntary Academy including the SEND provision
  - 4.10.2. Keeping the Governing Body informed about SEND within the St Alban's Catholic Voluntary Academy
  - 4.10.3. Working closely with the SENCO and SEND support assistants.
  - 4.10.4. Informing parents of the fact that SEND provision has been made for their child

4.10.5. Ensuring that St Alban's Catholic Voluntary Academy has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

4.11. **Staff INSET**

4.11.1. All staff are encouraged to attend courses that help them to acquire the skills necessary to work with SEND pupils including updates on the Code of Practice.

## **SECTION 5 CODE OF PRACTICE GRADUATED RESPONSE**

5.1. **CODE OF PRACTICE GRADUATED RESPONSE**

5.1.1. The school adopts the levels of intervention as described in the SEN Code of Practice.

5.1.2. The Code of Practice advocates a graduated response to meeting pupils' needs.

## **SECTION 6 SEND MONITOR**

6.1. **SEND MONITOR**

6.1.1. Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

6.1.2. The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.

6.1.3. The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.

6.1.4. Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

6.1.5. The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

6.1.6. The SEND register is a fluid document, pupils may be added or removed at any time, depending on their level of need. Parents will be informed of these decisions.

## **SECTION 7 SEND SUPPORT**

7.1. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

7.2. The support provided consists of a four part process.

7.2.1. Assess

7.2.2. Plan

7.2.3. Do

7.2.4. Review

7.3. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

7.4. **Assess –**

7.4.1. This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents.

7.4.2. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

7.5. **Plan –**

7.5.1. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review.

- 7.5.2. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
  - 7.5.3. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.
- 7.6. **Do –**
- 7.6.1. The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher.
  - 7.6.2. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.
  - 7.6.3. The SENCO will support with further assessment of the pupils strengths and weaknesses.
- 7.7. **Review –**
- 7.7.1. Reviews of a child’s progress will be made regularly.
  - 7.7.2. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents.
  - 7.7.3. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

## **SECTION 8 REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)**

- 8.1. If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.
- 8.2. The decision to make a referral for an EHCP will be taken at a progress review.
- 8.3. The application for an EHCP will combine information from a variety of sources including:
  - 8.3.1. Parents
  - 8.3.2. Teachers
  - 8.3.3. SENCO
  - 8.3.4. Social Care
  - 8.3.5. Health Professionals
- 8.4. Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHCP Parents have the right to appeal against a decision made by the Education, Health, Care panel.
- 8.5. Further information about EHCP can be found via the Derby City Website
  - 8.5.1. <http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

## **SECTION 9 EDUCATION, HEALTH AND CARE PLANS**

- 9.1. **Education, Health and Care Plans**
- 9.2. Following statutory assessment, an EHCP may be provided by Derby City Council, if it is decided the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an ECHP.
- 9.3. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

- 9.4. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the LA and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## **SECTION 10 SEND PROVISION**

- 10.1. On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:
- 10.1.1. Provide starting points for an appropriate curriculum
  - 10.1.2. Identify the need for support within the class
  - 10.1.3. Assess learning difficulties
  - 10.1.4. Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
  - 10.1.5. Involve parents in a joint home-school learning approach

## **SECTION 11 NURTURE SUPPORT**

- 11.1. We have nurture support for children with additional emotional needs. This is accessible to all children and is run by our experienced learning mentor during afternoons and lunchtime sessions (when appropriate). The children that access this support are selected by both the class teacher and the learning mentor after undergoing assessments and emotional support programmes.

## **SECTION 12 PARTNERSHIP WITH PARENTS**

- 12.1. St Alban's Catholic Voluntary Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.
- 12.2. The school aims to work in partnership with parents and carers. We do so by:
- 12.2.1. keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
  - 12.2.2. working effectively with all other agencies supporting children and their parents
  - 12.2.3. giving parents and carers opportunities to play an active and valued role in their child's education
  - 12.2.4. making parents and carers feel welcome
  - 12.2.5. ensuring all parents and carers have appropriate communication aids and access arrangements
  - 12.2.6. providing all information in an accessible way
  - 12.2.7. encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
  - 12.2.8. instilling confidence that the school will listen and act appropriately
  - 12.2.9. focusing on the child's strengths as well as areas of additional need
  - 12.2.10. allowing parents and carers opportunities to discuss ways in which they and the school can help their child
  - 12.2.11. agreeing targets for the child
  - 12.2.12. making parents and carers aware of the Parent Partnership services.

## **SECTION 13 EVALUATING THE SUCCESS OF OUR SEND POLICY**

- 13.1. The SEND Governor will meet at least annually with the SENCO and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit,

Refine and Refresh approach to ensure that the school is successfully meeting the needs of SEND pupils and parents as well as suitable training and supporting staff.

- 13.2. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:
- 13.2.1. Consideration of each pupil's success in meeting targets when reviewed.
  - 13.2.2. Use of standardised tests – SATs, Foundation profile scores
  - 13.2.3. School tracking systems

## **SECTION 14 COMPLAINTS PROCEDURE**

- 14.1. The school's complaints procedure is available in full on the schools website and from the school office. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

## **SECTION 15 LINKS WITH EXTERNAL AGENCIES / ORGANISATION**

- 15.1. The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. Derby City Councils Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services. [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)
- 15.2. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:
- 15.2.1. Educational psychologists
  - 15.2.2. Medical officers
  - 15.2.3. Speech and Language therapists
  - 15.2.4. Physiotherapists
  - 15.2.5. Occupational therapists
  - 15.2.6. Hearing impairment services
  - 15.2.7. Visual impairment services
  - 15.2.8. Physical impairment services
  - 15.2.9. School Nurse
- 15.3. In addition, links are in place with the following organisations:
- 15.3.1. The Local Authority
  - 15.3.2. Education Welfare Officer
  - 15.3.3. Social Services
  - 15.3.4. SENCOs in other Derby schools

## **SECTION 16 SEND POLICY REVIEW**

- 16.1. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

**Date:** September 2021

**Signed:**

**Date of Review:**

