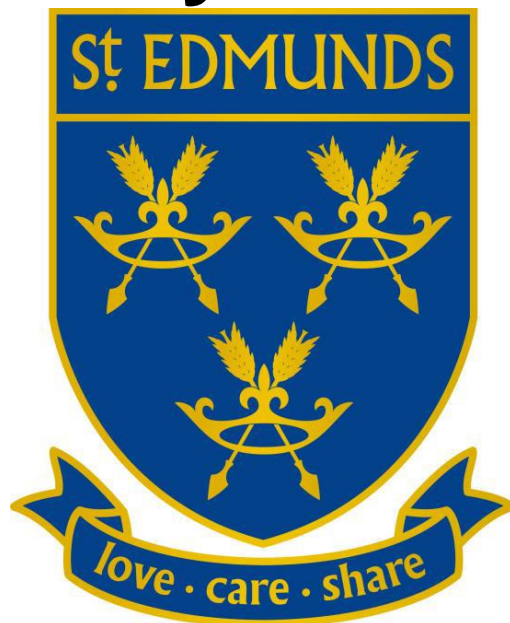


St Edmund's Catholic Primary School



SEN, Disability and Inclusion Policy September 2024

For questions or advice regarding this policy please contact the SENCo (Special Educational Needs Coordinator), Chloe Willmott.

SEN, Disability and Inclusion Policy

St. Edmund's RC Primary School

Reviewed September 2024

This policy complies with the statutory requirement laid out in the 'Special Educational Needs and Disability Code of Practice: 0-25 years' (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the Senior Leadership Team (SLT), teaching staff and parents of pupils with SEND.

It should be read in conjunction with our 'SEN Information Report' and 'Teaching and Learning Policy'. It is the responsibility of the Governors to maintain and review this policy in conjunction with the Headteacher and Special Educational Needs Coordinator.

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

All children are welcomed at St. Edmund's School. We value each individual and strive to provide an education which will develop the potential of each pupil academically, spiritually, physically, emotionally, socially, culturally and morally.

Each child has access to a broad and balanced curriculum. Every teacher is a teacher of every child or young person including those with SEN. We aim to meet the needs

of all our pupils and have particular regard for those pupils who have special educational needs (SEN) of whatever kind.

Vision: To work together to identify and support children with SEN in order that they gain maximum access to all areas of school life and achieve their full potential.

Objectives:

- **To identify and provide for pupils who have special educational needs and additional needs**
- **To work within the guidance provided in the SEND Code of Practice, 2015**
- **To provide support and advice for all staff working with special educational needs pupils**
- **To work together with children and their families**

Definition of Special Educational Needs

A child or young person has 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 learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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.

SEN and Disability Code of Practice 2015 p15-16

Categories of Need

There are four broad categories of need identified in the Code of Practice 2015.

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following factors are **not considered to be SEN**, but we are aware that they 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
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Where a child is identified as having Special Educational Needs, their name will be placed on the school SEN Register and the categories of need will be identified. If, after a period of intervention and monitoring, a child is later deemed to not have SEN, their name will be removed from the SEN register.

A Graduated Approach to SEN Support

Early identification is crucial. Pupils joining the school, who have attended other educational establishments such as nurseries and pre-schools may have their needs already identified. However, there may be the need to raise concerns and identify needs of other pupils. Class teachers will differentiate for pupils who operate at a level below the average of the class. They will raise any concerns they have with the parents and SENCO. In St. Edmund’s we recognise that ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’. (SEND Code of Practice 6.36)

1. A graduated approach is based on good practice. All teachers at St. Edmund’s understand their responsibilities and use a range of approaches to address a variety of needs. All children should receive consistently good teaching in class. This is known as ‘Quality First Teaching’. If a child is not making expected progress, as identified through tracking and teacher observation, there could be an underlying cause. The teacher should arrange a meeting with the parent. A parent may also have concerns and should then arrange to meet the teacher to discuss them.

‘Quality First Teaching’ in St. Edmund’s

- The teacher has high expectations for all pupils in their class
- Different ways of teaching are in place so that each child is fully involved in learning in class. This may involve more practical learning experiences, grouping children with mixed or similar abilities, working in pairs or activities that require independent working.

- Specific strategies (which may be suggested by other staff or professionals) can be in place to support a child's learning.
 - Teachers and the SLT monitor each child's progress and will identify if children are not making expected progress.
 - All classes are inclusive.
2. Some children will benefit from working in a smaller group on specific areas to help them make progress. These groups, often called 'Intervention groups' may;
 - Take place in the classroom or outside the classroom
 - Be taught by a teacher or, most often, a teaching assistant (TA) who has had training to run these groups.

We have a range of interventions to support different needs. Please see Appendix A for details.

3. Some children will need to be referred to an external professional or agency in order that we can access advice on how we can best support the child's needs in school. This is usually when quality first teaching and intervention groups have not enabled a child to make the expected progress. Parental consent is required when we make a referral to any outside agency. Please see SEN Information Report for a list of the external agencies and professionals that we currently work with.
4. Some children may need more specific individual support beyond that already provided by the school. This can be provided by requesting a statutory assessment from the Local Authority.

The support is usually provided via an Education, Health and Care Plan (EHCP). This is when a child has recognised 'exceptional' needs and the school requires additional financial support from the Local Authority to enable the child's outcomes and needs to be met.

The EHCP process is as follows:

- The school (or parents) can request that the Local Authority (LA) carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for your child to enable them to reach their desired outcomes. The Local Authority requires reports from professionals, demonstrating the child's exceptional needs and how these could be met through an EHCP.
- When the Local Authority receives the request for a Statutory Assessment, they decide whether the child's outcomes are being met, based on the reports provided, and therefore requires a statutory assessment. If a Statutory Assessment is not agreed, the school will be expected to continue with the support already provided.
- If a Statutory Assessment is agreed, further assessment and reports will be provided to the LA by parents, the school and professionals working with the

child. The Local Authority will make a decision whether the child's needs are severe, complex and lifelong and that additional financial support is needed in school to enable them to make good progress. If this is the case the LA will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the support at School.

- If a child is given an EHC Plan parents have the right to request a personal budget to support some of the outcomes in their child's plan, as long as they meet the criteria detailed in Enfield's Local Offer. Enfield's Local Offer details the services parents are able to access with a personal budget. The EHC Plan will outline the amount of the personal budget, whether it is being funded by Education, Health, Social Care or the school, and how it will be used to support a child's outcomes.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more support in school than the school's budget can provide

Education, Health and Care plans are reviewed annually in line with the SEND Code of Practice 2015 guidelines.

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. (CoP 4.1) Please see the Enfield Local Offer on the link below.

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Learning Support Plans

All children with EHCPs will have a LSP. Other children with SEND may also have a LSP.

The LSP will include information about:

- The child's strengths and interests
- The areas in which the child has difficulties
- Short term targets for the child
- Provision and strategies to be used
- When the plan should be reviewed
- Outcomes-to be recorded at review.

The LSP will be reviewed and updated termly in discussion with the parents, pupil, Class Teacher and SENCo when necessary.

Roles and Responsibilities

SENCO

The school acknowledges that “all teachers are teachers of children with Special Educational Needs.”(COP 5:2) The school will nominate a qualified teacher with (or preparing for) the National Award for SEN Co-ordination qualification for the SENCO role.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school’s SEN policy
 - co-ordinating provision for children with SEN
 - liaising with the relevant Designated Teacher where a looked after pupil has SEN
 - advising on the graduated approach to providing SEN support
 - advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
 - liaising with parents of pupils with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
 - working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all pupils with SEN up to date
- (Role of SENCO, COP 6:90)

The SENCO will co-ordinate the provision and support given to pupils with SEN. He/she will liaise with parents, the local authority, outside agencies and any other groups necessary. The SENCO will be responsible for keeping up-to-date with developments both locally and nationally and will attend partnership meetings and SENCO meetings when helpful. This may also involve training and supporting colleagues with INSET at staff meetings where information can be disseminated. Staff will be supported by the SENCO with writing LSPs.

Teachers:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Parents:

At St Edmund’s we value communication with parents and work with them to educate their children. If parents have concerns about their child’s learning, they can approach teachers in the first instance and then the SENCO. Parents will be fully involved in the identification of special educational needs and the ‘Assess, Plan, Do, Review’ cycle of their child’s Learning Support Plan. We will endeavour to offer the support and help required in each case so as to maintain an atmosphere of mutual

respect and understanding. This contact is particularly important when a child is joining us who has recognised SEN. We acknowledge a parent's right to make choices about their child's education and aim to support them in whatever way possible. We realise the importance of clear and consistent communication.

Pupils:

At St. Edmund's we are committed to enabling and supporting pupils to take ownership of their learning and targets.

Pupils should:

- Be offered all possible support to achieve the targets, through differentiation of the curriculum and the provision of appropriate resources and teaching strategies to cater for individual needs.
- Be aware and involved in the setting of the targets on their Learning Support Plan and be encouraged to see it as a positive procedure.
- Have the benefit of extra provision or support. This may be in a small group within the classroom or in a withdrawal group.

Governors: The governing body is involved in developing and monitoring the school's SEN policy. They nominate a governor who is specifically responsible for SEN and this person will keep up-to-date and be knowledgeable about provision in the school and how funding, equipment and personnel are deployed. Each year, SEN forms an integral part in the school development plan. The SEN Governor will liaise closely with the SENCO. SEN will also feature in the agenda for the Governors' Curriculum Committee meetings. The SENCO will be co-opted on to this committee and will feedback at the meetings any issues or developments which appertain to SEN.

A member of the Board of Governors will be named and have specific responsibility for SEN.

He/she will:

- meet regularly with those in the school responsible for SEN,
- have an overview of issues pertaining to SEN,
- attend training
- annually review the policy with the SENCO

Other personnel:

Other personnel, such as SEN teachers and Teaching Assistants will be employed to work with the pupils according to the needs and within the constraints of the budget. Those people employed as Learning Support Assistants will work under the direction of the SENCO, supporting pupils in the classroom setting to access the broad and balanced curriculum and assisting the teacher with related tasks.

LA Procedures:

The school will take cognisance of the advice of the LA regarding procedures and will adopt or adapt them where appropriate. These are found in the file from the LA.

Outside Agencies

Liaison with outside agencies and the monitoring of provision given by them will also be the duty of the SENCO. We actively welcome them into our school to work with our pupils and to advise us on how best to meet their needs. Multi-agency liaison meetings will take place regularly. Close communication is encouraged and we are eager to facilitate their contribution in as far as we can.

Admissions procedure:

Pupils who meet the criteria for admission will be granted a place except where, after further investigation and consultation with parents and other professionals, it is decided that the school is unable to meet the needs of that pupil.

Currently, due to the lack of access to the first floor of the building, it is not possible for pupils who are unable to use the stairs to reach it and therefore this must be taken into account at time of request for admission.

Admission of a pupil with SEN

When it is known in advance of admission that a pupil has SEN, the SENCO will endeavour to find out as much information as possible from the parents and those working with the child. Advice will be taken on how best to prepare to receive this child and meet his/her needs. Where necessary, support will be put in place to aid a smooth transition to life in a mainstream school. As soon as is practicable, a plan, involving targets, will be made and agreed between home and school. The pupil will be placed on the SEN register.

School Transfer

When pupils are transferring to Secondary School, or to another Primary School, we will make every effort to consult with representatives from the school prior to the transfer.

Looked After Children

A register will be maintained of those pupils who are “looked after” whether by this authority or placed here by another authority. Personal Education Plans (PEP) will be drawn up for each pupil on that register, in conjunction with their carers and social workers. These plans will be reviewed regularly.

Provision Map

The school makes provision for the inclusion of all pupils and this is outlined in the Provision Map, which is reviewed termly. Please also see our ‘SEN Information Report’ for details.

Bullying

At St. Edmund’s any incidents of bullying are taken seriously and are investigated and dealt with by the Senior Leadership Team. Please see our ‘Behaviour Policy’ for additional information.

This policy is to be reviewed annually.

Next review date: September 2025

Appendix A

Area of Support	Type of Provision	Delivered by	Responsibility	Target children
Speech and Language	○ Individual Programmes	▪ Learning Support Assistants	▪ Speech and Language Therapist	▪ Individual pupils as identified by Speech Therapist ▪ Years Reception-6
	○ Speech and Language groups	▪ Teaching Assistants	▪ SENCo/SLT	▪ Reception - Year 5
Social Communication skills.	▪ Play Therapy	• Therapist	• SENCO	• Years: 2-6
	▪ ELSA (Emotional Literacy Support Assistant)	• Teaching Assistant	• SENCO	• All year groups
Sensory and Physical	• Individual Programme	• Learning Support Assistant • Learning Support Assistants	• Class Teachers, SENCo Occupational Therapist, Physiotherapist	• Individual children where programmes have been provided • All year groups
	• Tiger Teams	• Learning Support Assistants	• Class Teacher/SENCO/EYSI/OT Service	• Available to children in all year groups
Phonics	• Little Wandle	• Class teachers	• Class teachers, KS1 English Leader, KS1 Leader	• Years Rec, 1 and 2
	• Additional Small Group Phonics	• Teaching assistants/teachers	• SLT	• Years Reception-4
Reading and Comprehension	• Individual daily reading • Guided Reading Groups	• Class based TAs • Class teachers and KS Leaders	• Class teachers/ SENCo • Class teachers	• All year groups • Years 2 and 6
Writing	• Intervention Groups	• Intervention Teacher	• Class teachers • Phase Leaders • SLT	• Years 1,2,4 and 6
Numeracy	• Times Tables Rock Stars	• Class teachers and Maths Leader	• Maths Leader	• Years 2-6
	• Intervention Groups	• Intervention Teacher	• Class teachers • KS1 Leader • Year 3 Leader • Year 6 Leader	• Years 1,2,3 and 6
Social and Emotional/ Communication	• Secondary Transition	• Learning Support Assistant	• Pupils selected by Yr 6 CT & SENCo	• Year 6
	• ELSA	• Teaching Assistant	• SENCO	• All year groups
	• Play therapy	• Therapist	• SENCO	• Years 2-6
	• Behaviour Support Service	• Behaviour Support Service	• SENCO	• All year groups
	• Mental Health Support Team Interventions	• MHST Well-being practitioners	• SENCO	• All year groups

