



Saint John Fisher Catholic Voluntary Academy

For I know the plans I have for you; plans to give you hope and a future.'

Jeremiah 29:11

Everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents.

Special Education Needs and Disability Policy

THE SEND AIMS OF THE SCHOOL

- To develop and celebrate the God given talents of our pupils.
- To ensure that all pupils requiring SEND provision are identified as early as possible in their school career.
- To reach high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To achieve a high level of staff expertise to meet pupil need.
- To motivate, engage and enthuse all pupils in their learning
- To work in partnership with parents and carers.
- To work towards inclusion in partnership with other agencies and schools.
- To ensure all pupils receive full access to the school curriculum

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- 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

Special education provision means:

- 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

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

St John Fisher Catholic Voluntary Academy will have due regard for the Special Needs Code of Practice 2014 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.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- 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.

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.

Special Needs at St John Fisher:

Here at St John Fisher we recognise that many pupils will have special needs during their school life. This policy has been drawn up with the belief that by implementing it, those pupils will be helped to overcome and manage barriers to their learning.

This policy has been developed by the Head teacher, SENDCo, teaching staff (including TAs) and SEND Governor in consultation with the School Governors. It is linked to the Admissions, Bullying, Inclusion and Safeguarding and Behaviour policies.

The staff at St John Fisher are committed to implementing this policy so that children with special needs are identified and encouraged to develop to their full potential in school and the wider community. The School Improvement Plan recognises the need to build in opportunities to develop staff understanding of the SEND code of practise and the day-to-day implementation of it.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

ADMISSIONS

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints.

IDENTIFICATION

At St John Fisher Catholic Voluntary Academy we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths

Assessments

Assessments made will be through:

- Observations
- Records from feeder schools, etc.
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- Pupil tracking

CODE OF PRACTICE GRADUATED RESPONSE

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

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

Quality First Teaching is an entitlement for every child.

Class support (CS)

- 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.
- 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.
- The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored and a class support plan will be filled out; this does not mean they will automatically be placed on the SEND register.

SEND SUPPORT (SEND)

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. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

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.

Assess

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

Plan

Planning will involve consultation between the teacher, SENDCO 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a SEND plan document which will be shared with staff, parents and the pupil.

Do

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. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. 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. The class teacher, in conjunction with the SENDCO, 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.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

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.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

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 EHC Plan. Parents have the right to appeal against a decision made by the Education, Health Care panel.

Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

Education, Health and Care Plans

- a) Following statutory assessment, an EHC Plan 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 EHC Plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan 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 Local Authority 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.

SEND provision

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 SENDCo/ Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Role of the Class Teacher

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents. Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and specialist staff.

Our teachers will:

- be responsible for meeting special educational needs under the guidance of the SENDCo and Head teacher;
- have high aspirations for every child setting clear progress targets;
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.
- meet the learning needs of all pupils, focusing on outcomes for every child and the outcome wanted from any SEND support, in keeping with the school policy on differentiated provision and on-going assessment for learning.
- develop Class Support and SEN Support Plans for SEND pupils and ensure they are reflected in the planning and provision for the pupil.
- work with SEND pupils on a daily basis to deliver the support plan and ensure support staff understand aims and objectives.

- have up to date records of the pupils with SEND, in keeping with schools requirements to keep records of all pupils progress,
- Develop constructive relationships with parents
- Provide parents with a copy of the child's CS / SEN support plan.

The Role of the SENDCo

The Special Educational Needs and Disabilities Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND register through regular classroom observations.

Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to oversee the assessment of individual pupils' needs and to make that all staff likely to teach pupils with special needs are aware of those needs
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being involved in developing and reviewing the SEND policy

Role of the Head

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- In liaison with the SENDCo keep the Governing Body well informed about SEND within the school
- Working closely with the SENDCo
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

ENGLISH AS AN ADDITIONAL LANGUAGE

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.

STAFFING

The SEND team of the school is:
SEND Coordinator (SENDCo) Mrs Gilhooly
SEND Governor Mrs Monaghan
Learning Mentor Mrs Wilcox
HUB leader Mrs Richardson

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's INSET needs will be included in the annual School Improvement Plan.

PARTNERSHIP WITH PARENTS

St John Fisher 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.

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- 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
- instilling confidence that the school will listen and act appropriately

- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The SEND Governor will meet at least annually with the SENDCo and the governor will report annually on the success of the policy against the specific objectives which are given under 'The 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.

Pupil progress will provide evidence for the success of the policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – SATs, Foundation profile scores
- School tracking systems

In addition the school will publish an annual SEND Information report which can be viewed on the schools website which details the key SEND information for the year.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and can be reviewed in full on the schools website <http://www.stjohnfisher.derby.sch.uk/>. 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.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND 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

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists

- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School Nurse

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCos in other Derby schools

SEND POLICY REVIEW

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.

This policy was written on: **14/7/2015**

Review date: **July 2017**

Appendix A

SEND Graduated Support Provision

Stage of Support	Class Support (CS)	SEN support (SEN)	Statement (Stat)/ Education, Health and Care Plan (EHC)
Nature of Support	Quality First Teaching/additional support using school's resources – may include some short term interventions.	Quality First Teaching/ additional support using school's resources, interventions / specific strategies / resources in place. Specialist support may also be sought (This may be advisory or direct input with the pupil. It may or may not require some level of funding from the school's budget)	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding <i>may</i> be available to meet the child's needs.
Criteria for placement	Working below age expectations and making below expected progress.	Working below age expectation; Making below expected progress. Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autistic Spectrum Condition advisory teacher	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard. Child will move to SEN support if progress is slower than expected or outside agency support/monitoring is required.	Child will remain at this stage if making progress but still below standard or if their additional needs continue to require outside agency support/monitoring (e.g Autistic Spectrum Condition advisory teacher)	Child will remain at this stage whilst need remains, subject to annual review. Criteria for exiting Child is making expected progress and attaining at the expected standard for their age. (Children with a diagnosis may remain at this stage to ensure their needs continue to be met.) It is agreed by all at Annual review that a statement or EHC plan is no longer required.