



Saint Benedict  
A Catholic Voluntary Academy

# Special Educational Needs and Disabilities (SEND) Policy

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## School Mission Statement

At Saint Benedict Catholic Voluntary Academy (The Academy), we will build up a loving community with Christ at its centre, develop potential to the full and strive for excellence, work and play in harmony, and treat each other with dignity and justice. It is part of the mission of the Catholic Church that special regard is paid to those in our society who are often regarded as being of less value because they have a special need. This is rooted in the teaching of the Church and in scripture: “He has pulled down princes from their thrones and exalted the lowly.”

## Inclusion

This policy builds on our Academy 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.

## The aims of the Academy’s SEND Policy

In the spirit of our Roman Catholic ethos as expressed in our mission statement, we wish for all our pupils to develop to their full potential and deepen their experience of faith through participation in the loving Christian community of The Academy.

Our SEND policy extends our principles of inclusion and recognises our responsibility under the Equality Act 2010. The Academy values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. Our SEND Policy aims:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their educational career
- To ensure that SEND pupils take as full a part as possible in all Academy activities
- To focus on good outcomes for our pupils
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special needs at some time during their educational life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## Definition of Special Educational Needs and Disabilities

A pupil has special educational needs if he or she has learning difficulties that call for special educational provision to be made for him or her. If the student needs different or additional educational provision to that generally provided for his or her peers, then that provision is deemed Special Educational Provision (SEND Code of practice, 2015, p16).

A pupil has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Has a disability which prevents or hinders the pupil from making use of educational facilities of a kind provided for pupils 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 schools (other than special schools) in the area.

### Areas of Need

The SEND Code of Practice (section 6, pages 97-98) identifies four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social Mental and Emotional Health
- Sensory and/or Physical

At The Academy, we have adopted a whole Academy approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes.

## Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and should comply with the Equality Act. Admissions should reflect due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and

providing for pupils not previously identified as having SEND. Pupils with special educational needs but without Education, Health and Care Plans (EHCPs) must be treated as fairly as all other applicants for admission.’ (SEND Code of Practice, p 26)

## Roles and Responsibilities

### The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo plays a crucial role in the Academy’s SEND provision. This involves working with the Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing the Senior Learning Support Assistant
- Overseeing SEND pupils’ records
- Liaising with the parents of pupils with SEND
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

### The Role of the Governing Body

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

- A SEND Link Governor
- Ensuring that provision of a high standard is made for SEND pupils and pupils get the support they need
- Ensuring that SEND pupils are fully involved in Academy activities alongside their peers

- Having regard to the SEND Code of Practice (2015) when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy

### The Role of the Head

The Head's responsibilities include:

- Keeping the Governing Body well informed about SEND within the Academy
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that The Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### The Role of the Assistant Headteacher in charge of SEND

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the Academy
- Working closely with the SENDCo/SEND team
- Ensuring that The Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of The Academy's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- In collaboration with the SENDCo, develop pupil passports for SEND pupils
- Working with SEND pupils on a daily basis to deliver the individual programme set out in their passports
- Developing constructive relationships with parents
- Being involved in the development of the Academy's SEND policy

- Provide high quality teaching
- Provide differentiated work
- Responsibility for progress and development within their teaching group

## Identifying and Assessment of Special Educational Needs (SEN)

In identifying the special educational needs of student at The Academy, due consideration is given to the needs of the whole child. Factors that may have an impact on progress and attainment but are not SEN are taken into account. These include:

- Attendance and Punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP) Grant
- Being a looked after child
- Being a child of a serviceman or woman

Disability: The code of practice outlines the “reasonable adjustment” duty of all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN. **In keeping with the new code, behaviour is no longer described as SEN but as an underlying response to a need.**

All teachers are teachers of pupils with SEN. As such, teachers are responsible for the progress and development of pupils in their class (SEND Code of Practice, section 6.36 page 99). During the regular course of assessment of and for learning, subject teachers identify pupils who make less than expected progress given their age and individual circumstances. The first response to lack of progress is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected, subject teachers working in collaboration with the SENDCo should assess whether the child has SEN. Assessment is the process by which pupils with SEND can be identified. Whether a pupil is making progress is seen as a significant factor in considering the need for SEND provision. However, “slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN”, (SEND Code of Practice, section 6:23 p. 96). Identifying and assessing SEN for children or young people whose first language is not English requires particular care (6:24).

## Early Identification

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

Evidence is obtained from-

- Teacher observation/ assessment.
- Pupil progress in relation to objectives in the National curriculum in English and Maths.
- Records from feeder schools /Primary Liaison
- Information from Parents
- Progress tracking
- Results from KS2 SATs / Foundation stage assessments
- The use of Derby City SEND criteria
- Reports or observations
- External exam results

## Graduated Approach to SEN Support

Where it is determined that a child has SEN based on careful examination of the information in the previous section, a discussion is held with parents and child. Parents' permission for adding their child's name to the SEND register is then requested in writing. Pupils are only identified as SEN and added to the register where they do not make adequate progress once they have had all the intervention/ adjustments and good quality personalised teaching. The latter is the first response to pupils with SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At The Academy, the quality of teaching is carefully and regularly reviewed through faculty reviews and lesson observations for performance management.

The support pupils on the register receive at this stage takes the form of a four-part process (the graduated approach).

## Assess

Where a child is identified as needing SEN Support, the subject teacher, working with the SENDCo should carry out a clear analysis of the pupils needs (SEND Code of Practice, Section 6.45, p.100). All sources of information, teacher's assessment and experience of pupil, prior progress and attainment, other subject assessments, views of pupil and parents, national

/local information of pupils of similar ages well as any external advice should be taken into account. This will help to determine the most appropriate intervention for the pupil. This will be put in place and recorded along with the effect.

#### Plan

The interventions agreed with parents, pupil and staff are put into place and this will be recorded on the pupil passport (made accessible to teaching staff) or on the pupil's impact measures sheet. The support or interventions put into place will be reviewed periodically.

#### Do

The subject teachers maintain responsibility for working with the children in their classes. Where the interventions involve group or one-to-one teaching away from the main subject teacher, such a teacher should retain responsibility for the pupil.

#### Review

For pupils on that SEN support stage as well as those with EHCP a formal review meeting will be held once per year with interim reviews taking place during the year. The latter will coincide with parents evening. During these reviews, parents will give clear information about the impact of the support and intervention.

### Request for an Assessment for an EHCP (Education, Health and Care Plan)

The Academy will request an Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support (higher level), the child's progress remains a significant cause for concern. An Assessment might also be requested by a parent or outside agency.

An EHCP will normally be provided where, after an Assessment, the LA decide that the child requires provision beyond what The Academy can offer. However, The Academy recognises that a request for an Assessment does not inevitably lead to an EHCP.

#### Review of Statements/EHCPs

EHCPs must be reviewed annually. The aim of the review will be to assess the pupil's progress in relation to the pupil's targets, review the provision made to meet the pupils need as identified in the EHCP and set new targets for the coming year if appropriate. More information about EHCP can be found at the Derby City Council Website accessed from the link below.



## SEND Provision

On entry to The Academy, each child's attainment will be assessed. Pupils are given basic tests in literacy, numeracy and writing. This will help the school to identify areas of strength and weaknesses in basic skills and to plan for any additional support that is needed. Pupils who are identified as SEND may access one or more of the following depending on level of need.

### Range of Provision

- Enhanced Resource Base
- Nurture and positive support
- Learning Support –in class support from Learning Support Assistants (LSA) across subjects
- Provision of equipment to support access to the curriculum
- Small group work - literacy groups (Read Write Inc.) Lexia, Maths, social skills, emotional literacy, regulation.
- One to one work with Higher Level Teaching Assistant (HLTA)/ LSA
- Damascus Centre: (1:1 support, small group work, key workers, Therapy dog, Healthy living/eating, Anger management, Thrive approach, Aim awards, Functional Skills, Bespoke timetable and peer pairing)
- Hand writing support during form time
- Key workers for particular pupils and those with EHCPs and ASD
- Key adults for pupils with Attachment needs
- Mentors
- Support from specialist staff (Speech and Language Therapy, Educational Psychologist, Specialist QIVI and HI, Occupational Therapist, Physiotherapist.
- Homework club
- Meet and Greet

### English as an Additional Language (EAL)

Particular care will be taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from poor command of English or from special educational needs (SEN).

The EAL Coordinator assesses their proficiency in English through testing on admission to The Academy, before planning any additional support that might be required. Where it is considered necessary, pupils may be invited to attend EAL small groups to assist them in learning English and adapting to the different culture and Academy rules.

### Specialist Provision – Enhanced Resource Base (ERB)

The Enhanced Resource Base caters for pupils with physical and/or vision impairment. All pupils have an EHCP to address their complex needs and access the resource through the Local Authority.

The Base provides the following -

- Daily access to a Qualified teacher of Vision Impairment (QTVI)
- Specialist ICT technician
- 1:1 or small group support in lessons from specialist LSA's
- Modification and adaptation of learning materials for students with Vision Impairment (VI)
- Teaching of tactile skills, Braille, use of Low Vision Aids
- Support with the use of specialist ICT and touch-typing.
- Withdrawals for pre and post teaching in a range of subjects.
- Support with social and emotional development
- Provision of habilitation support to develop mobility and independent living skills.
- Training of peer sight guiders to develop friendship opportunities
- Support with personal care and feeding.
- Physiotherapy programmes as set by child's physiotherapist
- Specialist equipment to meet the needs of physically disabled learners.

## Damascus Centre

The Damascus centre is an on-site Alternative Education Support Provision. It operates around five fundamental themes – cooperation, integrity, respect, belief and care. The aim of the centre is to allow pupils at risk of exclusion to continue to access the curriculum over a short time as an effort is made to help them shape their learning behaviour. Pupils complete work that is set by their class teachers whilst following a bespoke timetable. Some pupils have access to an alternative programme of education, which may involve an external provider.

## Monitoring Pupil progress

The progress of all of our students are monitored on a regular basis. Targets are set for pupils on the register are made available to both the students involved and their parents. Staff at The Academy have the same high expectations for students with special educational needs (SEN) as we do for all students. A pupil will be described as making adequate/ good progress when:

- The attainment gap between him/ her peers is narrows or does not widen
- Progress is equivalent to that of peers starting from similar baselines but less than that of the majority of peers
- Progress improves or equals previous rates of progress
- There is an improvement of pupil behaviour
- Pupils can access the curriculum
- Pupils show an increase in self-help, social and personal skills □ Access further education, employment or training.

## Monitoring and evaluating the success of the provision made

Further monitoring of our provision takes place through the school's self-evaluation process. The SENDCo provides periodic reports to the Governing Body. Provision for children and young people with special educational needs (SEN) is also part of the OFSTED Inspection process.

Some possible examples of policy evaluation might include:

- Increase in the number of students with SEN meeting their targets / minimum expected grades
- Increase in the number of parents attending or contributing to reviews and consultations
- Increased proportion of students achieving better outcomes

- Achievements of students

We can also tell how well we are doing from feedback from:

- Parent questionnaires/ sampling parents' views
- Students' views
- Staff views
- Governors

Through evaluation and monitoring, we can improve the way we deliver provision for students with SEND and as a result secure better outcomes for our students.

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under 'THE SEND AIMS OF THE ACADEMY' at the beginning of this policy.

## Staffing

The SEND Team consists of:

- Headteacher: Mr K Gritton
- Assistant Headteacher / line manager of SENDCo: Mrs C Groom
- SEND Coordinator (SENDCo): Mrs A Johnson
- Assistant SENDCo: Mrs O Wallace
- ERB Director of Learning: Miss T Astill
- SEND Governor: Miss K Daniels
- EAL Co-ordinator: Mrs A M Keogh
- Nurture Co-ordinator: Mr B Wallace
- Manager of Alternative Provision ( Damascus): Miss K Stirling
- Specialist Assessors : Mrs A Johnson and Mrs K Joyce
- HLTA's: (Numeracy and ASD)
- Learning support Assistants
- SEND Administrator: Miss S Walden

## Record Keeping

The Academy will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual Academy records, the pupil's passport includes:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service, Educational Psychology Service, Behaviour Support etc.

## Pupil Passports

In addition to the information included above, the pupil passports will include teaching strategies for staff to use during lessons. They will also include targets for pupils to work towards.

### Reviewing Pupil passports

These will be reviewed twice yearly by the SEND Department. In addition, there will be occasions throughout the year (published in Academy newsletters) for parents/carers to meet staff from the SEND Department to discuss progress. These dates coincide with parent's evenings. The Academy will endeavour to involve pupils and parents in the review process.

## Involving Pupils

SEND pupils will also be encouraged to participate in the decision-making processes affecting them. Pupils will be encouraged to state their views about their education and learning identify their own needs, share in setting targets as well as attending their reviews and setting new targets.

## Partnerships with Parents

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them. The 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 Academy recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The Academy considers parents of SEND pupils as valued partners in the process.

The Academy will make available, to all parents of pupils with SEND, details of the Special Educational Need and Disabilities Information and Advice Support Service (SENDIASS – previously Parent Partnership) available through the Local Authority. The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (SEND Code of Practice, pgs. 34-35).

## Links with External Agencies and Organisations

The contribution from our external partners is very important in catering to the needs of our pupils with SEND. The Local Authority Specialist Teaching and Psychology Service (STEPS) is particularly important but equally the services of the following are vital:

- CAMHS
- Physiotherapists
- Occupational Therapists
- Mobility Officers
- STEPS (Specialist Teaching Educational Psychology Service)
- Community Health Service

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

- The Connexions Service
- Education Welfare
- Social Services
- Friends of the Academy/PTA

## Training for SEND

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in Academy-based INSET is to develop awareness

of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting pupils' needs will be considered frequently. The Academy's INSET needs will be included in the Academy Development Plan.

## Accessibility

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and special educational needs;

- Ramps
- Lifts
- Painted stairways
- Disabled toilets / fully accessible bathrooms including hoist
- Blinds and carpeting are available in some rooms to assist access for children with sensory needs.
- Handrails are fitted to all stairs
- Clear distinctions between floors and walls

For disabled children attending Academy we strive to provide an inclusive ethos so that they feel able to participate in all Academy activities.

## Allocation of Resources

The Governing Body and the Local Education Authority ensures that resources are allocated to support appropriate provision for all pupils requiring them, and in meeting the objectives set out in this policy.

## Complaints Procedures

The Academy's complaints procedure is outlined in the Academy prospectus and on the Academy website. <http://www.saintben.derby.sch.uk/content/policies/>

The SEND Code of Practice outlines additional measures the Local Education Authority must set up for preventing and resolving disagreements.

## SEND Policy Review

The Academy considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform The Academy Development Plan.