



Sacred Heart

Catholic Primary School

Special Educational Needs and Disability (SEND) and Inclusion Policy

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SECTION 1- Introduction:

Person Responsible	Mrs. Clare Taylor Inclusion Leader and Deputy Headteacher
Qualifications	BSc (Hons) PGCE NASENCo award
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Governors' Committee	Quality of Education, Behaviour and Attitudes and Personal Development
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2024
Date of next review	September 2025

This policy complies with the statutory requirement laid out in the Special Educational needs and Disabilities (SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 and associated regulations
- SEND Code of Practice 0 – 25 (July 2014)
- Working Together to Safeguard Children (2018)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Special Educational Needs and Disability Regulations 2014.
- The Special Needs (personal budgets and direct payments) Regulation, Section 49.
- The Equality Act 2010.

“Our mission is to create a harmonious Catholic community, where each one of us is a valued member who can ‘grow in love’, guided by the teaching of the Catholic Church.”

At Sacred Heart, we recognise our duties, as stated in the Special Educational Needs and Disability Code of Practice. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young

people with Special Educational Needs (SEN) and disabled children (SEND) and young people.

This policy was developed by; the school's Inclusion Leader; in consultation with; our SEND Governor, in liaison with the Leadership Team and school staff and a short leaflet outlining the policy has been developed for parents.

SECTION 2 - Definitions

Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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

Special Educational Needs Code of Practice, 2014, Page 15

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young

people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to the school's Accessibility Plan and Single Equality Scheme.

SECTION 3 - Core principles:

- At Sacred Heart, we work in participation with children, young people and their parents, jointly making decisions at individual and strategic levels.
- We work towards the early identification of needs in order to ensure children and young people benefit from early support and high quality provision to meet the needs of children and young people with SEND.
- At Sacred Heart we will fulfil our duties under the revised Code of Practice (2014) which covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.
- At Sacred Heart there is a strong focus on high aspirations and on improving outcomes for children and young people. We aim to ensure that there is greater choice and control for young people and parents over the support provided to pupils with SEND.
- At Sacred Heart, we follow the Special Educational Needs Code of Practice which includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- At Sacred Heart, we will publish our information report and school offer whilst supporting the Local Authority in publishing a Local Offer of support for children and young people with SEN or disabilities.
- Pupils with additional SEND needs are supported through a graduated approach: the first stage is SEN support.
- For children and young people with more complex needs, a co-ordinated assessment process is requested and if agreed by the Local Authority, an Education, Health and Care plan (EHC plan) is put in place.
- At Sacred Heart, every teacher is a teacher of every child or young person including those with SEND.
- At Sacred Heart we will make reasonable adjustments for children with SEND in order for them to be able to fully access the curriculum.
- At Sacred Heart we will endeavour to provide an inclusive curriculum for the children with SEND.

Special educational provision is underpinned by high quality teaching and is not compromised by anything less.

SECTION 4 - Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a well-trained and experienced Special Educational Needs Coordinator (SENCO).
5. To provide support and advice for all staff working with special educational needs pupils.
6. To help every child:
 - achieve their best
 - become confident individuals and live fulfilling lives
 - make a successful transition into their next stage in life

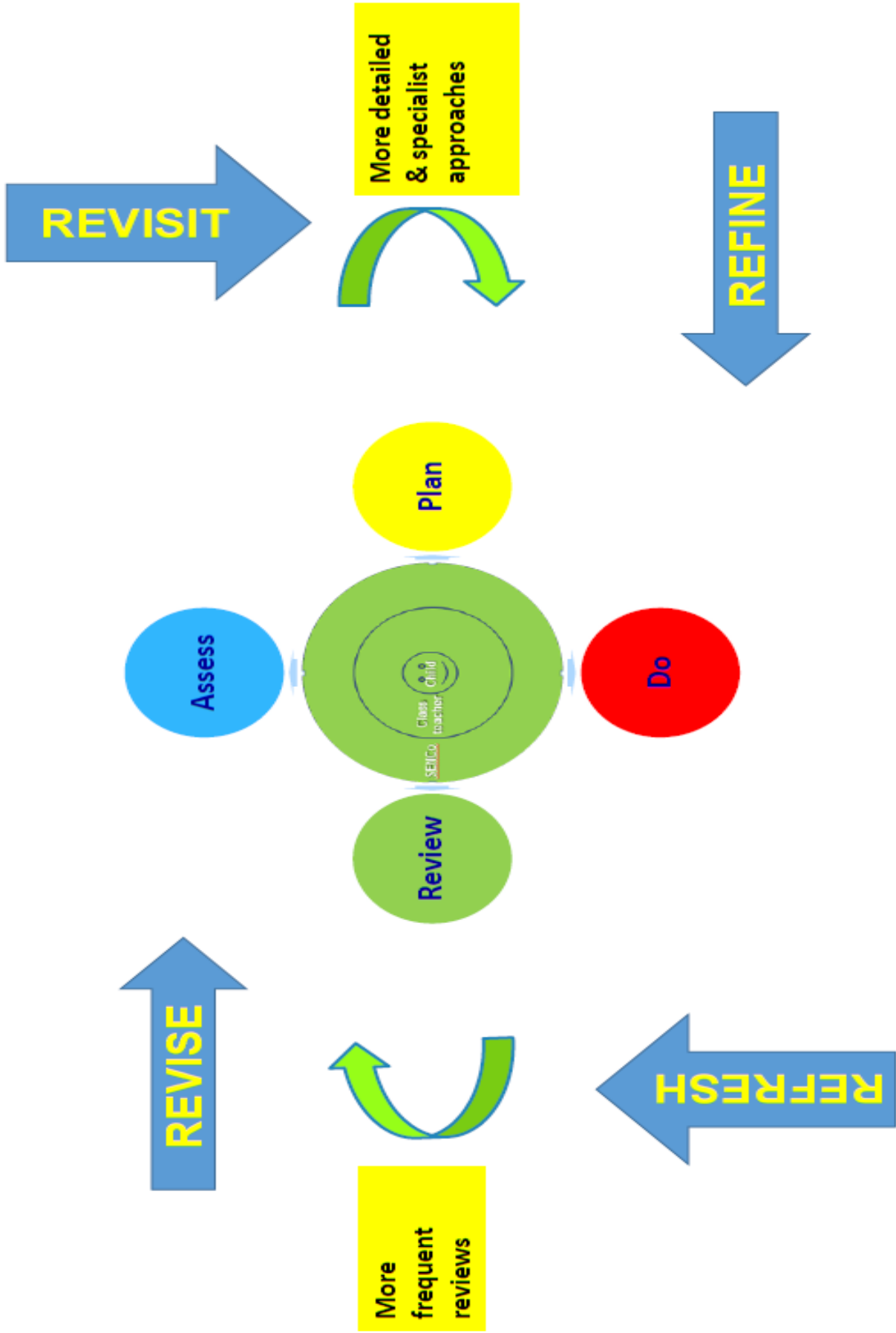
SECTION 5 - A Graduated Approach to SEN Support

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. Pupils with additional SEND needs are supported through this approach. However, for children and young people with more complex needs a co-ordinated assessment process and the 0-25 Education, Health and Care plan (EHC plan) will be considered.

The four stages of SEND support are:

- Assess
- Plan
- Do
- Review.



Assess: A child's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parents think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional. Throughout this process, 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.

Plan: We will agree, with parental involvement, the outcomes that the SEN support is intended to achieve – in other words, how a child will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: We will put the planned support into place. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support will work closely to track a child's progress and check that the support is being effective. (see SEND information report page 4)

Review: The support a child receives will be formally reviewed at the time agreed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. The school has a very close working relationship with families and outside agencies, and provision is continually monitored and discussed.

As outlined in section five; at each stage of the review, we will consider if the child's needs can now be met without SEN support or if an Education, Health care Plan is now needed.

SECTION 6 - Identifying Special Educational Needs

Many children and young people will have SEN of some kind at some time during their education. Early Years providers, mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training. If it is felt that a child may have a Special Educational Need, additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Our SENCO and class teachers, through pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help.

This can be characterised by progress which

- 'is significantly lower than that of peers starting from the same baseline
- fails to match or better the children's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.'

Teachers complete a record of concern form if interventions that have taken place have not had the desired impact on pupil progress.

SEN Code of Practice, 2014, 6.17

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice set out four areas of SEN:

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Communication and Interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Social, emotional and mental health needs – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas. The law says that 'children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.' ***SEN guide for parents, DfE, 2014***

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Sacred Heart, we identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child.

At Sacred Heart we will consider areas that **are not** SEN but may impact on progress and attainment;

- Disability
 - Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language (EAL)
 - Being in receipt of Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of Serviceman/woman
 - Being homeless
 - Being a refugee
- (this list is not exhaustive)

The Special Educational Needs Code of Practice states that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'

Special Educational Needs Code of Practice, 2014, 6.37.

At Sacred Heart we will endeavour to ensure all pupils are supported with good or outstanding teaching.

When making decisions about SEN or disabilities, we will;

- make sure that children, their parents and young people participate as fully as possible in decisions that affect them
- have regard to the views, wishes and feelings of children, their parents and young people
- provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood

DfE, Parent Guide to SEN, 2014

At Sacred Heart there is a range of in school assessments and tools that we use to support the learning of **ALL** children, these include:

- Little Wandle Phonics Assessments
- Stat Sheffield Assessments
- Speech and Language screening
- National assessments such as the End of Foundation Stage Profile, Year 1 phonics screener, Year 2 Assessments, Year 4 Multiplication Check and Year 6 assessments
- Parents Evening discussions
- Termly Pupil Progress Meetings

If a child, parent or teacher has additional concerns, **SOME** children, in consultation with parents may be assessed using:

- Dyslexia Screener
- York Reading Test
- Sandwell Numeracy Test
- Phonological Assessment Battery

- Parallel Spelling Tests
(this list is not exhaustive)

The information gathered from these early assessments will be discussed with the pupil (as relevant for their age) and parents in such a way that a good understanding of the pupil's strengths and areas of difficulty are established. Following this discussion and in consultation with parents, SEND support may be required.

If it is agreed that a child may require SEND support, more specialised assessments **may be** required for a **FEW** children, these include:

- External agency assessments including; CAMHs, Educational Psychologists, LA learning and behaviour support, Speech and Language, Occupational Therapists, specialist teachers (HI and VI)

Once it is agreed that a child requires Special Educational Needs support, our graduated response and the Assess, Plan, Do and Review cycle will be followed.

SECTION 7- Managing pupils needs on the SEN register

Where SEN needs have been identified, support is provided through the graduated response and recorded through provision maps. Provision maps are developed with a Person Centred Plan (a one page profile).

Who is an Education, Health and Care Plan (EHCP) for?

“Sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available and this is the time to consider an EHC needs assessment.

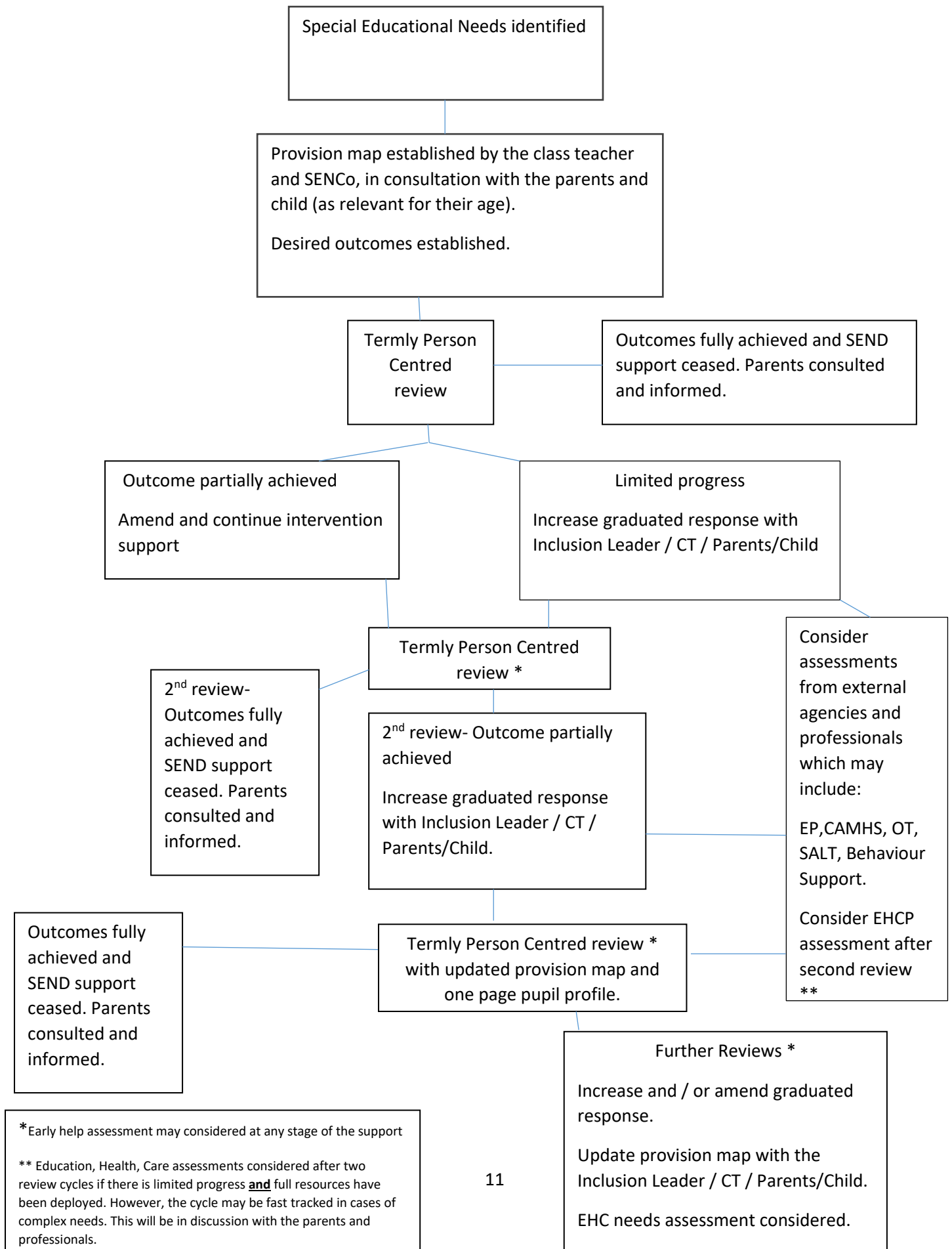
Some children may require an EHCP assessment very early on and in these cases the local authority should liaise with the appropriate professionals and start the process without delay.

Anyone can contact the SEN Team to ask for advice on the best route to request an EHC assessment; this will most often be through a multi-agency meeting with those involved at the educational setting (e.g. school). Following this meeting, either the educational setting or the parents may submit a request.

An EHCP brings the child or young person's Education, Health and Social Care needs in to a single legal document, which may run from birth until the age of 25.

SECTION 7- Managing pupils needs on the SEN register

Figure one



SECTION 8: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

We will liaise with parents / carers throughout the Assess, Plan, Review and Do cycle. If it is felt that your child no longer needs SEND support, this decision will be made in agreement with parents who will be informed in writing.

SECTION 9: SUPPORTING PUPILS AND FAMILIES

At Sacred Heart, the support provided for pupils and their families is stated within our School Offer Information Report. This is published on our website and forms part of the appendices.

Every year, in the Autumn term, we will update our School Offer, our Information Report in the Autumn Term; this is published on the school website. In the Summer Term we will analyse the impact of our provision in a report to the Governors; at this time we will provide an opportunity for parents, pupils and carers to review the provision made in order to support the school in developing our provision. Our whole school provision map is displayed on our website.

We believe in developing strong partnerships with our families. In addition, in partnership with parents, we may seek advice and support from:

- Educational Psychologists
- Physical and Sensory Support Service
- Occupational Therapists
- Speech and language Therapists
- ASD Outreach
- Education Welfare officer
- Physiotherapists
- School Nurse
- SEND/Inclusion Services
- Social Services
- Specialist Teachers

The Inclusion Leader is responsible for access arrangements for assessments and examinations. This will be in line with national guidance. For more information, please discuss such arrangements with your child's class teacher and the Inclusion Leader.

SENDIASS

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on 020 8831 6179

email Richmondkingston@kids.org.uk

website <https://www.kids.org.uk/richmond-and-kingston-sendiass>

SECTION 10: ADMISSIONS AND TRANSITION ARRANGEMENTS

Our Inclusion Leader and staff prepare children for a successful transition between classes using a range of resources and PSHE lessons. Details are provided within our information report. When pupils transfer from Year 6 to a secondary school, copies of their SEN files are provided to the transferring school. These documents are signed for by the receiving school. When pupils transfer between settings, a transition planning meeting is arranged for pupils with complex needs; this is planned in liaison with parents.

SECTION 11: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Sacred Heart we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2014) is followed.

Please see our Medical Policy and Supporting pupils at school with medical conditions.

SECTION 12: MONITORING AND EVALUATION OF SEND

Children's SEN information is recorded on an assessment package called 'Stat Sheffield,' this provides clarity of information, enhanced tracking and monitoring of children's progress. Data analysis after every assessment period facilitates the identification of progress made by key groups of children including those with SEND; any modification of intervention can then be made as appropriate.

Children on the SEN register have a provision map where provision and desired outcomes are clearly identified. These are written by their class teacher and /or Inclusion Leader, reviewed on a termly basis and discussed with parents and the child at consultation meetings.

If a child has a statement of Special Educational Needs or an Education Health Care Plan their targets are reviewed termly and annually at their Annual Review meeting. Parents, Class Teachers and any outside agencies are involved in this meeting where the child's progress is reviewed and desired outcomes are agreed.

The Inclusion Team, SEND Governor and Headteacher will monitor the implementation of the school's SEN policy throughout the year gathering information on the following aspects:-

- The number of children with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The provision of support children receive and the impact and progress they make through:
 - ✓ Observations
 - ✓ Clear and accurate provision mapping that is 'additional to and different from' quality first teaching that takes place in class
 - ✓ Analysis of data
 - ✓ Work sampling
 - ✓ Planning scrutiny focusing on differentiation and access for children with SEN
 - ✓ Audit of resources
 - ✓ Analysis of the environment through learning walks
 - ✓ Use of standardised tests and diagnostic assessment tools
 - ✓ Analysis of provision management / costed provision map
 - ✓ The development of child participation through One Page Pupil Profile
 - ✓ Parental views
 - ✓ The success of involvement of outside agencies
 - ✓ The success of liaison with other schools

The Inclusion Team continually monitors the SEN provision, evaluating and revising practice when necessary. In the Summer Term we evaluate the impact of the whole school provision and provide an impact analysis information report. In response to this we review our SEN provision in the Autumn Term. In response to this, our School Offer - The School Information Report will be updated.

SECTION 13: TRAINING AND RESOURCES

Funding and Resources

Our notational budget outlines the SEN funding each year. Pupils with SEN needs are supported either at an SEN Support Level or, for a minority of pupils, with an Education, Health Care Plan (or Statement of Special Educational Needs). Pupils' needs are met through the graduated response using additional funding within the school's Level 1 and Level 2 SEN funding, up to the equivalent of £6,000 per pupil. This covers interventions, resources and also preparation of lessons and activities that are additional to or different from those provided as part of the general curriculum.

When it is identified that funding support needs to exceed £6000 for high cost, low incidence needs, additional funding may be provided through the EHCP route outlined in Section 5.

Training

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

- 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 the Governors:

- Ensuring that the Inclusion Leader/SENCo is a qualified teacher working at the school and that newly appointed SENCOs are a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- Ensuring that provision of a high standard is made for children
- Ensuring that SEND children are fully involved in school activities
- Have a regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing and subsequently reviewing the Inclusion policy
- Report to parents/carers on the school's Inclusion Policy including the allocation of resources from the school's devolved/delegated budget

Role of the Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND
- Overseeing the role of the Inclusion Leader/SENCO, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Updating and informing the Governing body
- Review how expertise and resources used to address SEN can be used to build the quality of whole-school provision

Role of the Class Teacher and Teaching Assistants:

'All teachers are teachers of SEN'

- Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Inclusion Leader
- Ensuring pupils need are met in lessons in line with the pupils' provision maps
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND and the Code of Practice.
- Raising individual concerns to the Inclusion Leader
- Class teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class
- Teaching assistants are responsible for the delivery of interventions and supporting pupils with SEN needs under the guidance and direction of the class teacher

- Class teachers are responsible for liaising and engaging with parents throughout the year and sharing pupil progress and attainment

SECTION 15: STORING AND MANAGING INFORMATION

SEND information is stored and handled in line with the principles of the Data Protection Act 2018 (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

SECTION 16: LOCAL OFFER

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: www.afclocaloffer.org.uk

Email address for enquiries and feedback:

sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

SECTION 17: REVIEWING THE POLICY

This policy will be reviewed annually.

SECTION 18: ACCESSIBILITY

[The school's Accessibility plan is available on our website.](#)

SECTION 19: DEALING WITH COMPLAINTS

Should a parent feel that their child's needs had not been fully met, in the first instance please contact the SENCo. Should these concerns not be addressed then parents are advised to refer to the school complaints procedure. Copies of the complaints procedures are kept at the school office and are readily available upon request.

SECTION 20: BULLYING

At Sacred Heart we recognised that some groups of children may be victims of bullying and we adopt a 'zero tolerance' approach towards bullying. Our anti bullying policy can be found on our website.

Please refer to our [Relational Approach Policy and Anti Bullying Policy.](#)

SECTION 21: APPENDICES

Available on the website under [SEND/Inclusion](#)

- Whole School Provision Map
- Information Report