



SEN/D Policy

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

"Love one another as I have loved you"

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

Current review:	<u>March 2023</u> (see schedule of amendments on final page of policy)
Date for further review:	<u>March 2024</u>
Delegated to:	FGB
Reviewer:	F. Howard

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Introduction:

Values and principles

At Botwell House Catholic Primary School, we welcome all pupils, including those who have special educational needs and/or disabilities (SEN/D). We encourage high expectations of everyone in our school community and work hard to support one another in achieving these goals.

The promotion of progress and achievement of individual pupils is founded on the belief that:

- All pupils are valued equally and form an integral part of the school.
- A broad, balanced and inclusive curriculum taught in a well-resourced and supportive environment, which provides a range of stimulating, appropriate and enjoyable experiences, will enhance pupils' self-esteem and promote success.
- All pupils including those with SEN/D are entitled to high quality teaching.
- All pupils have the right to benefit from a range of personal, social and extracurricular activities.
- Pupils should be introduced to and continue to become familiar with a wide range of skills for life.
- All pupils should be taught in a context appropriate to their individual needs.

The school seeks to raise achievement and remove barriers to learning on the mutual understanding that SEN/D is a whole school matter. All teachers are teachers of children with SEN/D.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Equalities Act, 2010](#)

Objectives

- To ensure the needs of pupils with SEN/D are identified, assessed, provided for and regularly reviewed.
 - To acknowledge that some children need to be taught skills that cover all four areas of learning by using the Holistic Levels of Development (HoLD) tool.
 - To promote and facilitate the investment of all who are part of the team around the child.
 - To empower families with strategies and information that maximizes learning both at home and at school.
 - To ensure all pupils have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
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- To provide adequate and effective support and resources for all pupils with SEN/D.
- To enable pupils with SEN/D to make the best possible progress in their achievement and attainment.
- To recognise that partnership with families plays a key role in enabling children to achieve their potential.
- To guarantee that pupils with SEN/D are provided the opportunity to express their views in a variety of ways and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.
- To meet the requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).

Definitions

“A pupil has SEN/D where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age.”

(SEN/D Code of Practice, 2014, p.94)

Not all pupils with disabilities have special educational needs and not all pupils with SEN/D meet the definition of disability but this policy covers all of these pupils.

The SEN/D code of practice describes four broad areas of need. We recognise that some students may experience difficulties in more than one area.

Communication and Interaction (Chatties), including;

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

Cognition and Learning, including (Brainies);

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health difficulties (Softies), including;

- Attention Deficit Hyperactivity Disorder (AD/HD)
- Poor mental health and well-being

Sensory and/or Physical needs, including;

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Nb. The above is not an exhaustive list.

1. Identification and assessment:

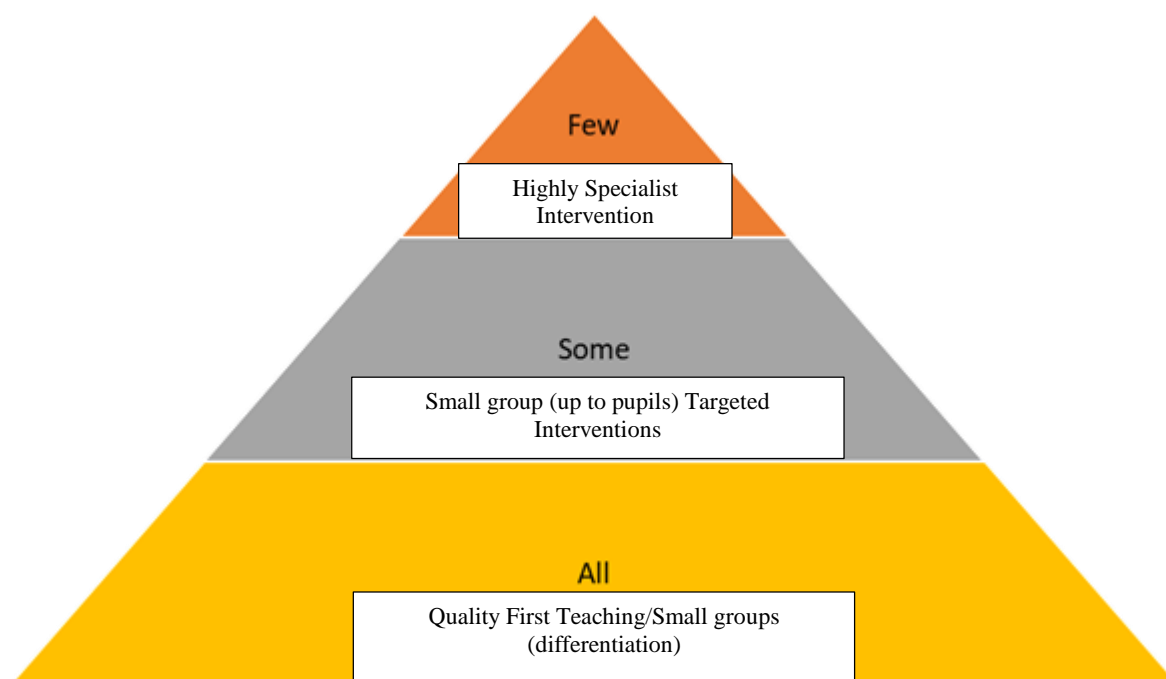
The school is committed to the early identification and assessment of SEN/D which is built into the overall approach to monitoring the progress and development of all pupils. Listed below are a number of ways in which a student's needs may be identified:

- Information from the Early Years setting or previous school is passed to the Special Educational Needs Co-ordinator (Chrissy Allerston) or the Inclusion Manager (Francine Howard).
- The school's own baseline assessments (EYFS and National Curriculum).
- Information shared during pupil progress meetings.
- Teacher referrals
- Family referrals

Initially, the teacher and SENCo or Inclusion Manager will discuss the pupil's needs. A meeting of all interested parties will be carried out - if necessary further screening or assessment may be carried out.

Some pupils might make the expected progress after a time limited, specific intervention. These pupils will then be carefully monitored through the school's assessment cycle.

2. SEN/D support and provision:



In line with the SEN/D Code of Practice (2015), at Botwell House Catholic Primary School, SEN/D support arises from a four-part cycle, known as the graduated approach. Through this process, earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

Assess Plan Do Review

Stage 1

High quality, inclusive teaching in the classroom that is clearly targeted at all pupils' needs is the basis of all teaching. Lesson planning and schemes of learning are designed to move pupils from where they are to where they need to be. Effective intervention is based on the use of data and the outcomes of assessment. Pupil progress is monitored through data tracking. This is delivered by the classroom teacher as part of their responsibility to ensure that all pupils in the class succeed. Examples of this may be in the form of:

- Assessment for Learning strategies used to create effective planning to meet pupil needs
- Personalised feedback and Individual Hold Plans
- Appropriately differentiated work across and within year groups (including extension activities).
- Classroom support staff used effectively
- Inclusive seating plan.
- Differentiated and accessible resources.

Stage 2

SEN/D Support is the next step when a pupil is identified as not making progress despite earlier interventions by the class teacher. There may be need for support in one or more areas of development. Alternatively, a pupil has a known special educational need or disability which requires additional support. At this point, some discussion will be needed as to the support the school can provide plus there may be additional, time limited, tailored intervention / support which might include:

- Meeting with the pupil / families to discuss concerns and strategies to support learning, potentially as part of the Individual HoLD Plan process.
- Meeting with the SENCo or Inclusion Manager for further advice on appropriate teaching and learning strategies
- Adaptation of timetable/curriculum
- Liaison with or referral to external specialists for further advice.

Stage 3

High needs support/EHCP may be the next step. Certain pupils with significant differences may require further, personalised intervention. In addition, there will be an increasingly individualised and bespoke programmes which might include:

- Collating and updating information and recommended strategies.
 - Referral to external agencies for diagnostic assessment and work with an individual.
 - Review of the interventions available and actively exploring new ways of supporting pupils.
 - Meeting with the pupil and families to discuss effective strategies to support learning.
 - Small group work or an approach or intervention delivered on a one to one basis.
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3. EHCPs:

Education and Health Care Plans (EHCPs) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

The school will follow the same graduated approach as above, requesting a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. To inform its decision, the LA will expect to see evidence of the action taken by the school as part of the SEN/D support. A Statutory Assessment might also be requested by a family or outside agency.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHCP
- Established through family / pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support as specified

EHCPs must be reviewed bi-annually (for children under 5) and annually thereafter. The Inclusion Manager will organise these reviews and invite:

- The pupil's family
- The pupil if appropriate
- The class teacher and Teaching Assistant
- A SEN/D officer (where appropriate)
- Any other person that the SENCo or Inclusion Manager consider appropriate and valuable

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes in the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP

If appropriate, set new objectives for the coming year

4. Reviewing, Monitoring and evaluating progress:

The views of the pupil, families and teachers will be taken into account. Assessment information will show whether adequate progress is being made. Please see the Botwell House Catholic Primary School SEN/D Information Report for further information.

5. Role and responsibilities:

Provision for pupils with SEN/D is a whole school priority. However, some key individuals have particular responsibilities.

Class Teacher

- Implementing the Inclusion Policy.
- Seeks specialist advice from the Special Educational Needs Co-ordinator and/or the Inclusion Manager.
- Puts into action any support that is needed for individual children after discussion with families (and child if appropriate) and the Special Educational Needs Co-ordinator and/or the Inclusion Manager.
- Keeps detailed and up to date records on the child and their progress.
- Uses assessment and monitoring techniques that reflect the individual need.
- Informs families about their child's needs and gives advice on how to support learning at home through discussing the child's Individual Hold Plan (IHP).
- Allows opportunities for all children to take part in educational visits.
- Takes into account the pace of learning and provides appropriate and differentiated resources when needed

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff."

(The SEN/D Code of Practice, 2015, p99)

Teaching Assistants

- Work in the classroom as directed by the class teacher
- Familiarise themselves with the specific needs of the pupils they work with
- Keep the class teacher, Inclusion Manager and SENCo informed of progress and concerns

Inclusion Team

In line with the recommendations in the SEN/D Code of Practice 2015, the Special Educational Needs Co-ordinator (Chrissy Allerston) and the Inclusion Manager (Francine Howard) in communication with the Headteacher as an Inclusion Team:

- Work closely with class teachers and teaching assistants to discuss teaching strategies and identifying needs
 - Co-ordinate provision for pupils with SEN/D
 - Make sure that the day to day operation of the SEN/D policy is followed
 - Provide relevant opportunities for staff professional development
 - Organise annual and termly reviews
 - Meet regularly with the Headteacher to discuss individual children and resources
 - Give advice on the level of support and on appropriate resources and strategies to support children with SEN/D
 - Advise teaching and support staff on the teaching and assessment of children with SEN/D
 - Act as a link with external agencies and other support agencies
 - Attend inset and appropriate training
 - Meet with families and children to discuss needs and monitor progress
 - Maintain the school's Inclusion List
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- Maintain resources and a range of teaching materials to enable provision to be made
- Teach individuals and small groups using appropriate, multi-sensory methods
- Manage transition of all children with SEN/D into receiving settings
- Evaluate the effectiveness of provision for pupils with SEN/D

Inclusion Team

- Keeps the Governors informed of the school's SEN/D provision.
- Ensures that the school's SEN/D policy is fully implemented.
- Ensures that an appropriate proportion of school resources and funds are allocated to SEN/D provision.

6. Working in partnership:

The 2014 SEN/D Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN/D.

The first two include:

- Valuing the views of all children, young people and their families
- Enabling children, young people and their families to participate in decision-making

With families

Research within the Lamb Enquiry (2009) clearly shows that the elimination of a culture that divides school and home can have a profound impact on a child's learning and therefore progress. This is evidenced in the four cornerstones of the Rotherham Charter, 2011.

The school believes that all families of pupils with SEN/D should be welcomed and valued as equal partners. In line with the Code of Practice (2015), we ensure that families are involved in the decisions made regarding their child's education.

We do so by:

- Keeping families informed and giving support during assessment and any related decision-making process about SEN/D provision
 - Informing families of changes to their child's SEN/D status
 - Giving families opportunities to play an active and valued role in their child's education by making information more accessible with less jargon
 - Being involved in the targets placed in the Individual Holistic Plan for their child
 - Inviting them to attend termly SEN/D Progress Review meetings; Early Help Meetings, and bi-annual or annual Review meetings (as applicable)
 - Ensuring all families have appropriate communication aids and access arrangements
 - Offering specialist advice to all families in connection with any concerns that they may have regarding their child
 - Working effectively with external agencies who support their children
 - Making families aware of the support that is available within the London Borough of Hillingdon
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With the pupil

In line with the Code of Practice (2014), we recognise the importance of pupil voice and place it at the heart of all matters SEN/D related. We believe all pupils have the right to be involved in being heard, making decisions and exercising their choice. Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- Identify their own needs and learn about learning (self-assessment and self-evaluation, assessment for learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Attend Annual reviews – where appropriate

7. Disability Equality: trips and Extra Curricular Activities

Botwell House Catholic Primary School makes all reasonable adjustments to ensure all trips are inclusive by planning carefully in advance, taking into account every child's needs and ensuring that locations visited are easily accessible. Risk assessments are carried out for all trips. All children are welcome at our after school activities and the school will make all reasonable adjustments to facilitate this. For those children who require additional support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with families prior to a child starting that club.

Admission Arrangements

We welcome all children irrespective of need – physical, cognitive, social and emotional. Where the school is consulted for a place for a child who is in receipt of an EHCP, in accordance with section 9.79 of the SEN/D code of practice and the Children and Families Act 2014 Part 3, Section 39, 4 (a and b) the child will be admitted, unless:

- a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- b) the attendance of the child or young person at the requested school or other institution would be incompatible with—
 - i. the provision of efficient education for others, or
 - ii. the efficient use of resources.

This would be agreed upon in consultation with families, outside agencies, the school and the local authority.

Admission Arrangements

Botwell House Catholic Primary School's Complaints Policy and Appeals Procedure can be found on the school website. Alternatively, the office staff will be more than happy to provide a physical copy on request.

8. Related policies:

- Positive Behaviour Policy
 - Supporting Children with Medical Conditions
 - Equalities Policy and Objectives
 - Complaints Policy
 - Safeguarding and Child Protection Policy
 - Intimate Care Policy
 - Admissions Policy
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