

# SAINT CHRISTINA'S SCHOOL: SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - Learning Support Policy

Reviewed by: SENDCo
Date: Summer 2024
Next Review: Summer 2025

*This Policy applies to the whole school including Early Years Foundation Stage (EYFS), is publicly available on the School website and on request a copy may be obtained from the School Office. It is available to staff internally on the school network in the Policy Library.*

## 1. Aims

- 1.1. At Saint Christina's we believe that each child has the entitlement to a broad, balanced, differentiated and relevant curriculum, regardless of learning, behavioural, communication, social or physical disability. While all children have individual needs, there are some children whose particular needs make it difficult for them to thrive in a classroom environment without reasonable adjustment. It is the purpose of this policy document to outline the framework that will help us to identify these children with special educational needs (SEND), to understand the nature of these needs and to plan how these children can best be supported.
- 1.2. This SEND Policy complies with the statutory requirements laid out in the *SEND Code of Practice (July 2014 and the amended Code 2015)* and has been written with reference to the following guidance and documents:
  - Equality Act 2010: Advice for schools DfE (Feb 2013)
  - SEND Code of Practice 0-25 (July 2014/2015)
  - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
  - Safeguarding Policy
  - Teachers Standards 2012
  - Statutory Framework for the Early Years Foundation Stage (2020)
  - Children and Families Act (2014)
  - Keeping Children Safe in Education (2020)

## 2. Definition of SEND

- 2.1. The 2014 Code of Practice provides this definition of special educational needs: *"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*
  - a) *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
  - b) *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*
- 2.2. Special educational provision means educational provision which is **additional to**, or otherwise **different from**, the provision made generally for children of their age in schools other than special schools. **Please see also policies for EAL and Gifted & Talented.**

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### 3. Equal Opportunities

- 3.1. At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

### 4. School Admission and Transfer

- 4.1. Saint Christina's School is non-selective, and its Admissions criteria can be found in our separate Admissions Policy. Pupils are invited for a taster day and assessment before entering Saint Christina's. The existence of a special educational need or disability will not necessarily preclude a child from entering the School. The school must be satisfied that it can adequately meet the needs of the child in question. The school would be prepared to make reasonable adjustments if the child would benefit from the curriculum on offer.
- 4.2. We are fully committed to good liaison between educational phases and undertake to ensure that all records and relevant information about children leaving Saint Christina's School are passed on to the receiving school. In the same way, we strive to obtain information from feeder schools.

### 5. Broad areas of Need and the Identification of Special Educational Needs

- 5.1. According to the Special Educational Needs Code of Practice (2014) there are 4 broad areas of need:

**a) Communication and Interaction:**

- Speech, language and communication needs (SLCN). Children who have difficulty communicating with others.
- ASD, including Asperger's Syndrome and Autism and are likely to have difficulties with social interaction.

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

**c) Social, Emotional and Mental Health Difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour, anxiety or depression. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**d) Sensory and/or Physical Needs:** Some children and young people require special educational provision and/or equipment to access their learning because they have a disability which hinders them in school including:

- Vision impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)
- Epilepsy

- 5.2. The importance of early screening and detection is vital if we are to ensure that every child with SEN obtains the appropriate help. In line with the School's Assessment and Record Keeping Policy, formative and

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summative assessments, from Nursery through to Year 6, form the backbone of our monitoring and assessments. Further information may be gained from teachers' observations of the pupil in a range of subjects/settings, parental concerns and the pupil's own opinions. We seek to identify pupils making less than expected progress given their age and individual circumstances and may include progress in areas other than attainment, for example, social needs. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

## 6. Provision

6.1. Following initial concerns, raised by the parents or the teacher, and reported to the SENCO on the SEND Record of Concern, there will be a graduated approach to provision. This will consist of:

- a) **Monitoring**, where class teachers are responsible for differentiating the curriculum and needs are being assessed/ observed for further next steps.
- b) **SEND Support** where the school is able to provide 1:1 or small group support to meet the child's needs:
  - **Wave 1** (support in class by teacher/ TA) Interventions are shown on termly Class Provision Maps
  - **Wave 2** (SENCo support) Interventions are indicated on termly Individualised Provision Maps
  - **Wave 3** (External professionals such as Speech and Language Therapy, Occupational Therapy, Educational Psychologist Assessments). Interventions are indicated on Termly Individual Provision Maps.
- c) **Education and Health Care Plan (EHCP)** (formerly a Statement of Special Needs) with close liaison with the Local Authority and NHS professionals such as CAMHS, Child Development Services.

6.2. Children identified in the graduated approach will be placed on the SEND support list following consultation with parents. All interventions will follow the Assess-Plan-Do-Review model to ensure the effectiveness of strategies and interventions.

6.3. Children Highlighted for Monitoring may include:

- Pupils who may need short term interventions to remove barriers and make expected progress e.g. small group work, reading group
- Pupils who have been identified as possible SEND (future SEN provision may be necessary)
- Pupils who have recently been removed from SEND provision
- Pupils who may have difficulty accessing the curriculum due to emotional, behavioural and/or medical problems.

6.4. A differentiated curriculum will be determined and delivered by the class teacher. It is the task of the subject coordinators and SENDCo to ensure, through liaison with class teachers, that a range of different approaches and resources are available for children whom we are concerned about. Within the timetable there is an opportunity for the Learning Support Teacher, Teaching Assistant and other teachers to provide small group work for Maths and English for EYFS & Years 1-6 as the need arises, for example:

- In-class support,
- Reading groups,

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- Spelling /phonic groups.
- 6.5. The SENDCo and all staff teaching the child should be notified by the class teacher that the child has been identified as having difficulties and is being monitored. Class teachers are responsible and accountable for the progress and development of children in their class. The first response to concerns should be high quality teaching targeted at their areas of weakness. Planning will be directly targeted towards achieving agreed outcomes.
- 6.6. In order to ensure that every pupil has the opportunity to benefit from and access the curriculum, adaptations and adjustments around the curriculum and teaching and learning environment will be considered and implemented. This might include, for example, the adaptation of teaching resources and staffing; using recommended aids such as laptops, coloured overlays, visual timetables, larger font, widget resources, assistive technology, etc. Teaching is differentiated to allow for longer processing time, reading instructions aloud, different learning styles, etc.
- 6.7. Additional support for learning: Teaching assistants are trained to deliver support, including EAL. They are also trained to support phonics work using the 'Read, Write, Inc' scheme and advance pupils literacy skills using the Lexia program. All classroom assistants will support pupils in small groups where necessary. Pupils with an EHCP may require a 1:1 Learning Support Assistant to ensure that they can access the curriculum and meet their outcomes. When necessary pupils will receive occupational therapy or speech and language intervention at school. This support will be delivered by outside agencies who will work with the pupils within school.

## **7. Assessing and Reviewing Pupils' Progress Towards Outcomes**

- 7.1. Where there are long-lasting difficulties, staff, in liaison with the SENDCo and parents, will consider whether the child might have Special Educational Needs (SEN). A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. It may be necessary to carry out an assessment. A decision on whether to make SEN provision will be taken after considering all the information which can be gathered from within the school about a child's progress, alongside expectations of progress. This will include:
- Class records from previous years, including those from other schools if available.
  - Observations across the school day or in lessons.
  - Baseline assessments, records of achievement and/or observations of the child's behaviour.
  - Notes about consultations with parents including views on the child's health and development, perceptions of their performance and progress, the child's behaviour at home, other factors contributing to any difficulty and/or how they feel the school can help.
  - The child's view of his/her strengths and weaknesses.
  - Information from outside agencies.
- 7.2. Where necessary the School may ask the parents to draw on specialised assessments from outside agencies and professionals, for example, an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Physiotherapist. The SENDCo will work closely with all specialists involved and include their suggestions in the Individual Provision Map, which encapsulates termly targets and are reviewed collaboratively and triangulated with parents. As a result of the assessment the child may be offered extra support from the Learning Support Teacher or Teaching Assistant in the form of 1:1 support. With the help of the Class Teacher, the SENDCo, parents/carers and child (if appropriate) we will draw up the child's Individual Targets outlining the desired outcomes for the child. The key elements of the Plan should consist of:

- Targets agreed upon by parents, class teacher and pupil (where appropriate)
  - Targets listed should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)
  - Specific strategies or resources needed
  - Specific programmes of work, activities and resources will be recorded
  - The frequency, duration and type of extra support the child will receive
  - Review date
  - Parental involvement - parents will be consulted at every appropriate stage
  - The School may consult with Westminster Early Years Intervention Team for advice if the child is in the Early Years Foundation Stage.
- 7.3. A regular review of pupil progress will take place & parents will be involved when necessary. Individual Targets will only record that which is additional to and different from the differentiated curriculum plan.
- 7.4. Parents and children (if appropriate) will be involved in the review, informed of progress and if outcomes have been achieved.
- 7.5. If, following the Assess, Plan, Do, Review system, the child is deemed to have made the desired progress he/she will move back to Monitoring. If the review finds that this is not the case then strategies and targets should be adapted or changed, depending on how effective they have been in achieving the agreed outcomes. The targets will be shared and reviewed termly as Individual Provision Maps. The child will remain on SEN Support.

## **8. Application for Education, Health and Care (EHC) Needs Assessment**

- 8.1 In some cases, after intervention at SEND Support, the School and /or the parents may conclude that the pupil's needs remain so substantial that they cannot be met effectively within the resources normally available to the School. The School and parents may then consider requesting an Education, Health and Care Needs Assessment which may or may not lead to an EHC Plan. The School will ensure that parents are supported in any application for an EHC assessment. The SENDCo and class teacher will undertake to provide all necessary paperwork and evidence to support the application.
- 8.2 EHC plans are legal documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. The parents and, if appropriate, the child will always be involved in this process. Where a pupil has an EHC plan, the local authority must review that plan (at a minimum) every twelve months in a collaborated process called an EHC Plan Annual Review Meeting. All bodies involved with the child are invited to attend the Annual Review and to contribute a written report, as their professional advice regarding the suitability of the outcomes that are present in the EHC Plan. Parents and children are encouraged to give their opinions and comments. For children with an EHCP, Individual targets, shown in Individual Provision Maps, provide steps towards achieving the long-term outcomes of the Plan.
- 8.3 Copies of documentation are kept on file in the Learning Support Room to allow additional advice to be added to by the SENDCo and support staff, e.g. assessments, Individual Targets, Reviews, tests etc. This provides evidence and validation when reviewing targets and outcomes.

## **9. Supporting Pupils with Medical Conditions**

- 9.1 Saint Christina's School recognises 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.

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- 9.2 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.
- 9.3 Children who have severe medical issues have IHC Plans (Individual Health Care Plan). Some may also have a special educational need and may have an EHCP which brings together health and social care needs, as well as their special educational provision as stated in the SEND Code of Practice (2014). We strive to have regular contact with Occupational Therapists, Physiotherapists, Speech Therapists and teachers for visual / hearing impairment on a regular basis when needed, to ensure that provision is effective and person-centred.

## **10. The Role of the Coordinator**

10.1 Whilst the Governing Body and the Headteacher take overall responsibility for making sure that the School's SEND policy and practice meet statutory requirements, all staff will be involved in its planning. The SEND Coordinator (SENDCo) is responsible for the day-to-day operation of the School's SEND policy and ensuring that it is in line with the 2014 Code of Practice and the Disability Act (2001). The SENDCo will:

- Liaise closely with the class teachers, teaching assistants, parents and any outside agencies/professionals to provide suitable provision for each child
- Maintain and update a SEND list (Register)
- Maintain and store copies of all appropriate records in the SEND room
- Ensure that copies of EP reports or reports from other professionals are passed on to the Headteacher and class teacher
- Ensure pupil progress is reviewed, reviews are in place and the appropriate personnel are contacted to attend.
- Work with the class teacher and the pupil to create individual Provision Maps with agreement over set targets.
- Attend termly Pupil Review Week and ensure the appropriate follow up action is taken.
- Administer relevant tests in line with the School's Assessment and Record Keeping Policy
- Along with Director of Studies, administer screening tests or other specialist assessments, when required, and report back to class teacher
- Audit resources and provide appropriate extra materials /equipment to support the child in the classroom
- Keep up to date with developments in the area of SEND and disseminate information to staff, the Senior Leadership Team and the Governing Body
- Ensure staff have access to SEND training where necessary
- Revise and update this policy yearly.

## **11. The Role of the Class Teacher**

- To identify, assess and, with appropriate support, provide for the educational needs of children in their care
- To liaise with the child's parents/guardians regarding their specific ability and special educational needs
- To review and provide evidence for cumulative records
- To decide the teaching objectives, differentiated as appropriate
- To share Individual targets with the child
- To regularly assess the pupils' work and record progress
- To try to ensure each area of the curriculum encourages pupils to develop skills, confidence and enjoyment in information processing, creative thinking, problem solving and communication.
- To work in conjunction with the SENDCo

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- To support and deploy TAs as appropriate.
- Learner Profile / one page passport to summarise individual pupil needs, within the class, encapsulating how the individual is best supported. This can be used in the summer term as part of the handover process and should be current. Collaboration between TA's and SENDCo ensures that Learner Profiles are updated as necessary.

## **12. The Role of the Teaching Assistant**

12.1 The Teaching Assistant (TA) plays a vital role in supporting children with SEND in the classroom. The class teacher and/ or SENDCo must ensure that TAs are kept up to date with Individual Targets and specific targets and strategies to be used. The TA may also be asked to contribute to the creation of new Individual Targets, as a collaborative process. In some cases, a Teaching Assistant may be asked to follow a specific programme with a pupil but in other cases support may entail observation of the pupil during support lessons and sensitive intervention to support the child who is not able to work independently or needs scaffolding.

## **13. School–Home Partnership**

13.1 The School aims to work in partnership with parents who have a vital role to play in supporting their child's education. Parents will be informed and involved as soon as a child is identified as having difficulties, and we will communicate with them on a formal basis through parent /teacher meetings, Individual Targets review meetings and written reports. Informal communication on a more regular basis may also be advantageous, especially in cases where behaviour is being monitored. We endeavour to keep communication open, with appropriate triangulation of information.

13.2 We recognise that some families may require some practical help and support. Where necessary, we aim to help parents contact support groups or voluntary organisations e.g. British Dyslexia Association.

## **14. The SEND pupil**

14.1 We recognise that children with special educational needs & disabilities may be particularly prone to low self-esteem. We aim to ensure that identifying SEND and providing extra support does not stigmatise the child. Therefore, the views of the child should be sought and taken into account. Children should contribute to the decision-making process, setting targets and tracking their own progress. The views of the child will be given weight according to age, maturity and capability. We aim to involve all pupils in all aspects of School life.

## **15. EAL**

15.1 The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Lack of competence in English must not be confused with learning difficulties. However, if an EAL child is making slow progress it should not be assumed that language status is the only reason. The School will look carefully at progress over a range of subjects and we may need to recommend professional assessment through the mother tongue. (See separate EAL policy).

15.2 The School maintains a separate EAL register which includes a record of the language(s) spoken at home and the Level each pupil is working at / towards in order to monitor progress.

## **16. Confidentiality**

16.1 All relevant reports, assessments and test results pertaining to pupils with SEND are confidential. Copies of all such materials are kept in a locked filing cabinet in the SEND room. Duplicate copies of reports are also

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kept on file in the School office. Individual class teachers must ensure that their copies are securely stored and passed on to the next teacher at the end of the school year.

## **17. KCSIE (Keeping Children Safe In Education)**

17.1 All staff at Saint Christina's receive annual safeguarding training. A Pastoral Care Meeting, chaired by the DSL / Deputy Head is held twice a term to monitor pupil progress and development. Saint Christina's recognises that children with SEND can be particularly vulnerable to bullying, isolation and peer pressure.

## **18. EYFS Policy for SEND**

18.1 The Foundation Stage of education for children between the ages of 3-5 years is one of rapid physical, emotional, intellectual and social growth. At Saint Christina's we recognise that children bring with them a range of inherent abilities and social, emotional and cultural experiences to the school setting. Throughout their time in Foundation Stage their progress is monitored and assessed in relation to the Early Years Learning Framework (Early Years Foundation Stage- EYFS) and Early Learning Goals. While we acknowledge that children progress at different rates, we are aware that early identification of special educational needs & disabilities is vital if we are to forestall greater difficulties at a later stage. Therefore, as in Key Stage 1 and 2, the Early Years Foundation Stage in Saint Christina's follows the graduated approach of the Code of Practice (2014) which will be implemented by the Head of EYFS, with collaboration with SENDCo.

18.2 The Code of Practice states that triggers for moving a child to SEND Support are that the child:

- a) *Continues to make little or no progress in specific areas over a long period*
- b) *Continues to work at a stage of the Foundation Stage substantially below that expected of children of a similar age*
- c) *Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the group*
- d) *Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service*
- e) *Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning*

***(SEND Code of Practice p 35 para 4.21)***

18.3 When reviewing Individual Targets for children having SEND Support, if it is identified that children are making very limited progress, we need to think carefully about the following:

- What have we tried?
- How could it work better?
- Have we used effective strategies?
- Are there any training needs for individual staff/whole setting?
- Are Individual Targets being shared with parents to ensure continuous support in the home environment?

18.4 Ways forward should be identified and incorporated into termly Individual Provision Maps, with the triangulation of targets for the child with parents and possibly external professionals.

18.5 If, after the next Individual Provision Map review, there still continues to be very limited progress, and from observations evidence to request additional support strategies, then we will seek the advice from relevant professional authorities e.g. LA Early Years Advisory/ Inclusion Team.

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## **19. Related Policies**

- Behaviour
- Safeguarding and Child Protection
- EYFS
- EAL
- Assessment and Record Keeping
- Able, Gifted and Talented
- Equal Opportunities
- Admissions Policy
- Accessibility Plan

## **Appendix 1: SEND POLICY FRAMEWORK FOR OBSERVATION**

The aim of an observation is to perceive how a child is working without immediately evaluating. This method of observation is applied to all areas of the curriculum or the observation may have a focus, because a Concerns Form was completed by the class teacher. We need to pinpoint the areas of need by spending time with the child and by observing what happens.

### **Motor**

- Does the child struggle with coordination?
- Is the child reluctant to participate in or do they have difficulty with P.E./Games?
- Does the child have difficulty with fine motor skills, e.g.: holding pencils, using scissors, etc.

### **Visual**

- Is the child visually aware/unaware?
- Does the child squint, rub eyes, or close one eye often?
- Does the child have trouble tracking objects?
- Poor powers of observation?

### **Auditory**

- Is there a difference in response to verbal/written instructions?
- Little interest in listening to stories, easily distracted in group talks, etc.
- Does the child remember stories, etc.?
- Difficulty in carrying out simple sequence of instructions – hearing impaired? – Etc.
- Is the child slow to respond to their name or does the child ask you to repeat yourself?
- Is the child unclear or slow to learn to talk, or does the child talk very loudly?

### **Language**

- What is the child's first language?
- Spoken vocabulary and expressive language very restricted in content?
- Does the child echo rather than initiate their own spoken communication?
- Does the child have a stutter or other speech impediment; are they difficult to understand?
- Does the child have difficulty in understanding a simple story?
- Answering questions about him/herself?
- Is reluctant to speak to adults or other children?
- Playing appropriately with toys/games and others?

### **Behavioural**

Social/Emotional – does the child:

- Seem over demanding of the teacher's time?
- Deliberately provokes teacher and/or peers?
- Have peer group difficulties?
- Have little interest or motivation in learning situations or in talking to peers?
- Get easily frustrated?
- Often appear miserable/unhappy or quiet and withdrawn?
- Appear to be lonely and isolated with few or no friends?
- Tend to be hyperactive?
- Limited concentration?
- Invade others' space to talk to them?
- Have difficulty connecting with peers?

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### **Physical/Sensory**

- Does the child appear to have poor eyesight, hearing difficulties, speech difficulties, or any other physical problem?
- Does the child have difficulty tolerating bright lights, loud noises, certain clothing items (tags), or too much stimulation at once?
- Does the child seem overstimulated/out of control excited by mild events?
- Does the child seek out touch or pressure (strong hugs), or avoid these?
- Does the child have difficulty understanding where their body is in relation to others or objects?
- Does the child crave fast or intense movement?

### **Environmental**

- Known problems with the home
- Parental attitude to learning
- Factors in early social/medical history
- Recent arrival in country – English as an additional language
- Any general information that may be of use, i.e. attendance – has there been any recent change in the child's circumstances?