



Special Educational Needs and Disability Policy

St. Bernadette's Catholic Primary School

Approved by BoD: 30/09/2024
Policy Review Date : 30/09/2025

Mission Statement

To ensure that every child experiences a broad, balanced and relevant curriculum in a happy, caring school, which bases all it does on a committed Catholic Foundation.

Aims

At St. Bernadette's School we want every child, including those with Special Educational Needs & Disabilities (SEND), to be happy, successful, self-confident and challenged. We want them to achieve their potential.

Definition of Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England (Code of Practice 2014).

Many children and young people who have SEND may have a disability under the Equality Act 2010.

Definition of Disability

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. This definition includes SENDsory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

In line with the SEND Code of Practice 2014, St Bernadette's staff will strive to:

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring & tracking
- respond to parents', carers' and pupils' views in order to develop a

- collaborative working partnership at all levels of need
- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training, through collaborative working with other staff members, the SENDCO, sometimes with other schools and professional advisors from relevant support services.
 - support pupils with disability/medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
 - ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
 - work with parents and carers to ensure good attendance if problems arise
 - The school's SEND policy will be reviewed on an annual basis. The SENDCO attends authority training and cluster meetings to keep abreast of new legislation both national and local. New resources, programmes and training are also investigated termly to further enhance the SEND provision in school.

Admission of SEND Children to the School

The general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the School's Admission Policy. For a child with an EHCP both the Local Authority and the Governors of St Bernadette's school must be agreement that the school will be able to meet the needs of the child (Refer to SEND Code of Practice 2014).

Identification of a Child's Special Educational Needs

Initially, we listen to all the facts and concerns presented to us. This may come from a variety of sources including; -

- Concerns raised by parents/carers
- Pupil's views
- Teachers concerns from our school or a previous school or Nursery setting
- Lack of progress shown through the school's rigorous tracking system
- Pupil observations

Once concerns are raised, an information gathering process will take place. If the need is more than making adjustments, then the need will generally fall into one or more of the categories listed in the new SEND Code of Practice 2014;

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1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. SENDsory/physical

A graduated approach is then started to address specific issues, which are preventing the child from making good progress, and a plan of action is drawn up. We **assess**, we **plan**, we **do** and we **review** in collaboration with parents and pupils. These cycles last for a term. Interventions used will vary depending on the need.

Most children, after two half terms intervention should make progress. The child will continue to be monitored through the school tracking system.

However, if limited or no progress has been made then a decision will be made as to whether the child does have a Special Educational Need (*see definition above*). The child will then be added to our 'Special Educational Needs Register' and 'SEN support stage will commence.

At this stage, we will seek advice from external agencies such as; -

1. Cadmus Inclusion Support
2. Hearing Impairment team
3. Visual Impairment team
4. Educational Psychologist Service
5. Educational Welfare Officers
6. Physical and disability support service
7. School Nurse
8. CAMHS (Child & Adolescent Mental Health Service)

All assessments are reviewed regularly and records kept. The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENDCO will be responsible for monitoring the provision. At this point, consideration is given to; -

- the Assess, Plan, Do, Review cycle
- how staff will be utilised to support a pupil
- what teaching strategies will be used
- what resources or programmes will be accessed
- how long the cycle will run for with a review date *given*
- review the cycle to monitor progress

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be

provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health Care (EHCP) Plan being provided, if the authority deem it to be necessary.

The child and his/her parents are involved in all stages in the Assess, Plan, Do, Review, cycle. A parent can decide to apply to Walsall SEND Team.

Allocation of Resources Matched to Children's Special Educational Needs.

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)
- The Notional SEND budget
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide
- The equipment and facilities to support pupils with special educational needs and disabilities through:
 - Targeted differentiation to increase access to learning
 - In-class support from teaching assistants
 - Small group support from teaching assistants
 - Support from external agencies e.g. speech and language support, Behaviour Support Service, SEND inclusion support
 - Provision of specialist resources or equipment
 - CPD relating to SEND for staff

Accessibility of the School Environment

The school has made the following adaptations to the school environment:

- Disabled parking spot marked and located next to the school reception
- The Key Stage 2 entrance has been modified for wheelchair access and permanent ramps allow access to other areas in school
- A disability toilet with a shower to ensure access for pupils and/or visiting adults
- We have wide doorways for wheelchair access

The School has a Disability Equality plan highlighting accessibility details.

Transition to/from a New School

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits for pupils starting Reception. Additional visits are arranged if needed.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine for Reception.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If SEND pupils are transferring from another school, the SENDCO attends the transition meeting and receives records from the previous school to enable continuity of provision.
- Children entering school mid year will be able to visit prior to starting and the transference of information is coordinated between schools. This process is personal to each case.

Transition to the Next Class/Key Stage:

- All classes hold a transition morning when children are moving to the next year group.
- All records are passed to the next teacher before the end of term. A meeting takes place where the particular needs of children are shared.

Transition to a New School in Year 6:

- Transition days are arranged for pupils with SEND dependent on need
- The annual review in Y5 for pupils with an Education, Health and Care Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will meet with the parents to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred as quickly as possible after the parents have notified that their child has been enrolled at another school.

SEND COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and is available as a policy (Complaint's policy - this is listed on the website). In summary;

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We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding.

In all cases we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

- If a parent/guardian is concerned about anything to do with the education in the first instance, discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way.
- Where parents/guardians feel that a situation has still not been resolved, they should make an appointment to discuss it with the SENDCO or the Head Teacher.
- Should any parents have a complaint about the Head Teacher, they should first make an informal approach to Chair of the Governing Body.
- Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing.
- If the complaint is not resolved, a parent may make representation to the LA.
- If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

CONTACT DETAILS

Special Educational Needs Coordinator (SENDCO) - Mrs. E Wilson-Thickens

Safeguarding Officers -

Lead - Mr. Alex Turner

Deputies - Miss Billingsley, Mrs N Hykin and Miss Dinsdale.