



St.Cuthbert's
Roman Catholic Academy Trust

St Richards' Voluntary Catholic Academy

SEND Information



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Reviewed by: Mrs C Coldham & Mrs Merckel

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This policy is to be read in conjunction with other related policies including; Anti-Bullying, Behaviour, Child Protection, Positive Handling & Supporting Pupils at School with Medical Conditions

Definition of Special Educational Needs & Disability (SEND)

“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 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.”

SEN & Disability Code of Practice 0- 25 years 2014 updated 2015

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents/carers, teaching and non-teaching staff and Board of Directors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

St Richards’ Voluntary Catholic Academy currently supports children who have a range of special educational needs and disability (SEND). The Code of Practice 2014 describes four broad areas of SEND:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

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3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD, but especially ASD and PD.

2. Policies for the identification and assessment of pupils with SEND.

- a) The process of identifying a special educational need is partly through assessments made on entry to the school, or during the school year, often on a whole school basis. This may include reading tests, standardisation testing, CAT testing or EYFS assessments.
- b) Termly assessments, in line with the school's assessment practices, and observations are also used.
- c) Teachers raise concerns with the SENDCo regarding the performance of pupil who they suspect of having special educational needs, as set out in the SEND Code of Practice 2014.
- d) Parents and pupils are consulted with during each step of the process.
- e) Staff training is offered to develop staff knowledge of special educational needs.
- f) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services.

3. Policies for making provision for pupils with SEND

The policies outlined in this section apply to all pupils with SEND, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by close monitoring and tailored to the individual child to ensure they are making progress. This will be reviewed termly by class teachers in collaboration with parents, the SENDCo and the pupils themselves.
- b) Pupils who are receiving support that is additional to, or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

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- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at St Richard's are:
- (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short term English, Maths or other intervention to a small group of pupils
 - (iii) One to one withdrawal, where there may be a targeted support in their area of need.
- d) Additional support for pupils with SEND is provided in the form of:
- (i) Small group withdrawals for English and Maths
 - (ii) In-class TA support
 - (iii) Social skills groups or Speech and Language where appropriate.
- e) Some directed lunchtime activities are offered for all pupils, but especially for pupils who find unstructured time difficult to manage. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times. A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example school productions.
- f) Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs. This system allocates each child a personal tutor with whom they meet regularly to discuss any problems and successes that the child may have. Further support groups are available as they may be required.

4. Contact details of the SEND co-ordinator.

SEND Co name: Mrs Merckel

Contact Telephone number: 01482 781928

Email: admin@strhull.org (FAO Mrs Merckel)

5. Expertise and training of staff in relation to children and young people with special educational needs

Existing training already undertaken, including safeguarding.

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Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies).

Staff will also attend training courses provided locally.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENDCo (and/or class teacher/form tutor) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class/form teacher informally.
- b) Parents Evenings when advice and support in helping their child at home can also be given. In addition to this
- c) Formal review their child's progress with the SENDCo (and/or class teacher).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

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- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
 - (iv) Any documentation used as a part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their class/form teacher informally on a regular basis.
 - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
 - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the directors relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEND provision within the school are first dealt with by the SENDCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head of School during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Board of Directors must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

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10.How the directors involve other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Bridgeview Community Special School
- Cruse / Dove House Bereavement Support Team
- Tweendykes Outreach Service
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEND Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

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11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEND Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEND through the transitions they are involved with.

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13. Personnel

SEN provision for any pupil is the responsibility of his/her class teacher. The school's response is co-ordinated by the SEN Co-ordinator (SENCO) who can be contacted at the school and is over-seen by the SEN Governor on behalf of the Governing Body.

The role of the SENCO is to:

- Manage the day-to-day operation of the policy;
 - Co-ordinate the provision for and manage the responses to children's special needs;
 - Support and advise colleagues;
 - Analyse data to monitor progress
 - Observe the provision of interventions.
 - Oversee the records of all children with special educational needs and disabilities;
 - Act as the link with parents;
 - Act as the link with external agencies and other support agencies;
 - Monitor and evaluate the special educational needs provision, and report to the governing body;
 - Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contribute to the professional development of all staff

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the educational psychologist, IPASS, speech therapist, behaviour support team, and health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

The role of the Head of School

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head teacher keeps the governing body fully informed and works closely with the school's SENCO. The Head Teacher seeks out and shares best practice with the LEA and other schools.

Complaints about SEND provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent/carer can make an appointment to see the Head Teacher during which information can be shared and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the board of directors will become involved.

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14. Information on where the local authority's offer is published.

For more information regarding Hull City Council's Local Offer, please follow the link:

<http://www.hullcc.gov.uk/cityplan>

Hull Local Offer accessible:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3003>

SEND Code of Practice Sept 2014; updated May 2015 accessible:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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