

# St Thomas of Canterbury Catholic Primary School



*Growing together in God's  
Love*



## ***St Thomas of Canterbury Catholic School***

### ***Special Needs Policy 2024 (Reviewed March 2024)***

#### **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEND Code of Practice (2014)  
Equality Act (2010)  
Children and Families Act (2014)  
Schools SEN Information Report Regulations (2014)  
The National Curriculum in England Key Stage 1 and 2 Framework Document (2013)  
Safeguarding Policy  
Accessibility Plan  
Teachers Standards (2012)

SENDCO: Miss Hitchen

St Thomas of Canterbury Catholic School: 01744 621380

## 1. INTRODUCTION- MISSION STATEMENT

At St Thomas of Canterbury, we aim to:

### Give love in all we do and say

- We live out our school values of:

-  Love

-  Peace

-  Forgiveness

-  Fairness

Which are based on Gospel teachings (The Beatitudes).

- We welcome everyone into our safe and caring family.
- We always try to be positive role models.

### Rejoice in God's friendship

- We pray together every day and in many different ways.
- We continue our journey in the Catholic faith and develop our own personal relationship with God.
- We celebrate the awe and wonder of God's creation and look after our world.

### Open our hearts to others

- We share our time and talents to enrich the lives of others.
- We build positive relationships within our school family and extend this to the wider community.
- We celebrate our culture whilst exploring and respecting the beliefs and cultures of others.

### Work at being the best we can be

- We understand that each of us has been made in the image and likeness of God with our own unique talents and gifts; treating each person with dignity and respect.
- We have high expectations: listening, reflecting and striving for excellence in all that we do.
- We value, challenge, encourage and support everyone in our school family.

## **2. SEND Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's abilities and interests. This ensures that all children have a full access to the school curriculum.
- We focus on individual progress as the main indicator of success.
- It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. We follow The Graduated Approach to ensure children with SEN are given the appropriate support. This will be provided, initially, through additional support funded from the devolved school's budget.
- We have a DDA plan (Disability Discrimination Access Plan) which ensures that reasonable adjustments are made so that all children can access relevant information, the school building and the curriculum.

## **3. THE AIMS**

At St Thomas of Canterbury we intend that:

- a) the children with special educational needs have full access to a broad and balanced education which includes the National Curriculum
- b) to be an inclusive school and strive to ensure that all learners are given equality of opportunity and be treated fairly
- c) to foster and develop close and trusting relationships between parents/ carers, pupils and outside agencies ensuring there is a multi-professional approach that takes in to account the knowledge, view's and experiences of parents/ carers and pupils and leads to the needs of the pupil being met effectively
- d) to foster a holistic approach ensuring self-esteem and emotional well-being are nurtured and supported
- e) to ensure high level of staff expertise to meet pupil need, through well targeted continual professional development

## **4. THE OBJECTIVES**

We will achieve these aims by:

- a) Working within the guidance of the September 2014, SEND Code of Practice
- b) providing a broad, balanced and relevant curriculum which meets the needs of all pupils within the school through appropriate differentiation and teaching approaches

- c) following The Graduated Approach to identify and assessing children with special educational needs at the earliest possible stage
- d) monitoring and ensuring the appropriate provision for the child's needs from that earliest possible time
- e) involving parents sensitively and fully at all stages of the assessment process and in the provision for the needs of the children with special educational needs
- f) managing effectively and appropriately the resources in school for meeting the special educational needs
- g) supporting and contributing to any EHCs and ensuring necessary provisions are made and annual reviews are carried out
- h) ensuring that all staff both teaching and non-teaching are made aware of individual pupils special needs
- i) taking into account the ascertainable wishes of the child concerned, considered in the light of their age and understanding
- j) developing effective working relationships with support services and other professionals in meeting the needs of the pupils
- k) keeping clear, precise and accurate records of each child's achievements and ensuring that these records are factual, up-to-date and reliable
- l) ensuring that parents and Governors are aware of our Special Needs Policy

## **5. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

### **SEND Code of Practice, 2014**

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 him or her. This provision is 'additional to or different from' the needs of the majority of children their age.

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

**A child 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

### **SEND Code of Practice, 2014: Categories of need.**

The purpose of identification is to work out what action the school needs to take not to fit the child into a particular category.

**Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**Cognition and Learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SPLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Children may have experienced ACEs which leads to SEMH difficulties and requires a trauma informed approach.

**Sensory or physical difficulties:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties.

## 6. ASSESSMENT AND IDENTIFICATION OF SPECIAL NEEDS

A child may be identified as requiring SEND support if their needs are '*additional to or different from*' that of the majority of children the same age, or if they have a disability which makes it difficult to access education facilities in school (see section 5; definition of SEND)

Where a pupil is receiving SEND support, the school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

## Cause for Concern

The following triggers for intervention or cause for concern at St Thomas of Canterbury Primary School are when a child:

- makes little or no progress even when teaching approaches are targeted in a child's area of weakness; showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby impacting upon positive social interaction;
- has a sensory or physical problem or condition, and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.
  - Has a diagnosed condition that leads to a significant barrier to their learning and development or well-being.

In all circumstances, we must ensure that we are providing quality first teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEND should be monitored.

The identification of SEND will be built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, will make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they may be given extra support, as is deemed appropriate.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty.

Where this is the case, in the first instance, teaching staff will have a conversation with parents, and with the SENCO (Miss Hitchen). If after that conversation and a sharing of concerns, further investigation or intervention is required, then and only then will we proceed –together with the parents. If a child is identified as not making progress the school will set up a meeting to discuss this with the parents in more detail and to:

- listen to any concerns the parents may have
- plan any additional support the child may receive
- discuss any referrals to outside professionals to support the child's learning

This process follows The Graduated Approach and ensures children have had all levels of support trialled and monitored.

## **7. SUPPORT FOR SPECIAL NEEDS**

### **Graduated approach: assess, plan, do, review.**

All SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the children who have SEN. This cycle follows the pattern assess, plan, do, review. In each stage of the support process the class teacher and SENCO will work through the assess, plan, review, do cycle.

### **1st Stage of support: Quality First Teaching**

For a child this would mean:

- The child's teacher will have carefully checked on a child's progress and will have decided that the child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. The teacher has the highest possible expectations for the child and all pupils in their class.
- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support the child to learn.
- All children in school will be getting this as a part of outstanding classroom practice.

### **2nd stage of support; Specific group work with in a smaller group of children: (Target Groups / Group Intervention)**

This group, often called Intervention/ target groups by teachers

- The child will engage in small group sessions with specific group targets to help them to make more progress. These targets may be as a result of support from outside agencies.
- A support teacher or a teaching assistant or outside professional (like a Speech and Language Therapist) may run these small group sessions using the teacher's specific plans or the teacher would hold these sessions whilst the TA supported the class
- Planned, targeted support, delivered in the classroom or outside in the resource area, with work carefully planned by the teacher to meet the needs of the children
- Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

- Local Authority central services such as the Targeted Support Service or Sensory Service (for children with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service. If outside expertise is needed, Miss Hitchen will arrange this, in consultation with the parent.

### **3rd stage of support: SEND Support**

This type of support is available for children with specific barriers to learning or a specific need that cannot be overcome through quality first teaching and small intervention groups. This means that the child has been identified by the class teacher as needing some extra specific support in school. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

For a child this would mean:

The child will have been identified by the class teacher/SENDCO (or a parent will have raised their concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

- The parent will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. There will be specific targets agreed detailed on an individual provision plan (IPP)
- The parent may be asked to give their permission for the school to refer their child to a specialist professional e.g an occupational therapist, BIT or SALT. This will help the school and the parent/ carer understand a child's particular needs better and be able to support them better in school.
- The specialist professional may work with the child to understand their needs and make recommendations, which may include:
  - Making changes to the way the child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g a social skills group
  - A group or individual work with an outside professional
- The school may suggest that the child needs some agreed individual support in school. This will be delivered by a teacher and teaching assistant – the individual work will be planned by the teacher.

## **Specified Individual Support: EHCP**

This type of support is available for children whose learning needs are 'more severe and complex so cannot be met by either quality first teaching, SEN support or with small targeted intervention groups.' This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching, which cannot be wholly provided from the budget available to the school. Usually the child will also need specialist support in school from a professional outside the school.

For a child this would mean:

- The school (or a parent) will request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- After the school has sent in the request to the Local Authority (with a lot of information about the child, including some from the parent), they will decide whether they think the child's needs seem complex enough to need a statutory assessment. The Local Authority will decide if the child's needs are severe, complex and lifelong and that they need more than SEND support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible. Parents also have the right to request mediation if they do not agree with the outcome.
- The EHC Plan will outline the financial support the child will receive from the LA and how the support may be used and what strategies must be put in place. It will also have long and short term goals for the child. The EHC plan will be tailored specifically to the child's needs and will be reviewed annually.
- An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups.

## **Exit from the SEN Record:**

Once a child is identified as having SEN their progress and attainment is monitored carefully over time. When a child has made sufficient progress and after in-depth discussions with parents, class teachers, teaching assistants and other relevant outside agencies a child can be taken off the SEN record. If a child has made enough progress to exit from an EHC plan, a co-ordinated meeting will take place with relevant outside agencies school staff and parents where the child's needs and progress are discussed; if there is a consensus of opinion a cease to maintain recommendation will be made to the Local Authority.

## **8. PROVISION AND ARRANGEMENTS FOR CO-ORDINATING SAID PROVISION**

All learners will have access to Quality First Teaching.

Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for pupils with SEND.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school and is discussed during pupil progress meetings/ transition meetings. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LA, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data;
- teacher assessment and monitoring arrangements. (Cycle of planning, action and review);
- following up parental concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services;

- maintaining a provision map for all vulnerable learners, but which clearly identifies pupils receiving additional SEND Support from the school's developed budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, SENDCO and Leadership Team.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers adapt work as part of Quality First Teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- accessing part of the curriculum in another class
- bilingual support/access to materials in translation
- further adaptations of resources
- peer mentors/cross age tutors
- additional homework
- booster sessions
- IPP meetings

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO and Leadership Team
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis

- scrutiny of planning
- teacher interviews with the SENDCO/Leadership Team
- informal feedback from all staff
- pupil interviews when setting new IPP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IPPs and IPP targets, evaluating the impact of IPPs on pupils' progress
- attendance records and liaison with EWO if appropriate
- regular meetings about pupils' progress between the SENDCO and the Headteacher
- Headteacher's termly report

### Stage 2 Additional SENDCO Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils
- being offered additional SEND support (but will be on the school's Provision Map)
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, but not all of the pupils on the SEND list, will require additional high needs funding, for which an application needs to be made to the Local Authority following application of The Graduated Approach, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.
- On occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local St Helens policy and guidance – particularly with regard to the timescales set out within the process.

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate stage. We teach the children in our classes with appropriate adaptation.

We offer and signpost to a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.

### **The S.E.N.D. Co-ordinator is Miss Hitchen**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are: involved in supporting the child's learning, kept informed about the support the child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are effective records of the child's progress and needs.
- Providing support for teachers and support staff in the school, so they can help children with SEND achieve the best progress possible.

### **Class teacher**

Responsible for:

- Following and evidencing The Graduated Approach.
- Checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be things like targeted work, additional support) and liaising with the SENCO.
- Contributing to programmes of work, and sharing and reviewing these with parents / SENCO \*Reading all reports and relevant information provided by outside support and agencies: TESS, EP, SALT to aid in the planning of work \* Contributing to all EHC plans
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Headteacher ( Mrs. Rawlinson)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mrs. Rawlinson will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Mrs. Rawlinson will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **Governors : The dedicated Governor responsible for SEND is Mr. Peacock**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND/ additional needs.

## **9. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that children at school should 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. Therefore, careful arrangements are made to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils and are co-produced sometimes with the school nurse, usually with the pastoral lead and parents. Where children also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan. All children with medical needs will

be part of the SEN register and placed on an IPP to ensure their needs are met as a highest priority.

## **10. PARTNERSHIP WITH PARENTS/ CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents; as well as sign-posting parents to relevant agencies who can advise and support them
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths; as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of the Parent Partnership services;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Provision Plan.

It is essential that our arrangements allow for children with SEND to be consulted about what they would like to see happen and thereby 'involve them in their education' with the emphasis upon person centred planning. The 'My Views' process would be a good way of opening this dialogue, whilst playing a key part in saying what they think helps and what doesn't. Of course, parents – via the structured conversation approach – must be totally part of this, if successful outcomes are likely to happen.

## **12. EFFECTIVE TRANSITIONS**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer meetings to all pupils in receipt of Enhanced SEND support and all those with statements of Special Educational Needs or EHCPs to discuss transition. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in "all transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive, but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

## **13. ADMISSION ARRANGEMENTS**

No child will be refused admission to school on the basis of his or her special educational and disability need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admissions Policy for the school, as agreed with the Local Authority)

## **14. RESOURCES AND TRAINING**

The most valuable resource for SEND is personnel; giving children with SEN, small group or individual attention. Budgets will vary; however, the governors are committed to ensuring that the first priority in the allocation of money is the employment of support staff. It is the governors' intention therefore to maintain the maximum hours of teaching assistance to support the children with special needs in school. Teaching assistants and the pastoral lead run the dedicated nurture setting in school. This is for children to access who are presenting with social, emotional and behavioural difficulties. The children learn tools of self-regulation and are assessed through the Boxall Profile.

All class teachers have access to equipment useful for SEN. Extra equipment that may be required can be ordered through the SENDCo. Every class has access to the IT and

computer programmes devised to aid learning and the use of the keyboard/ipad to assist recording skills. The school also encourages the use of practical activities and educational visits to help those children who may have to be more aware of the environment and the world around them.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo / Deputy Headteacher / NQT Mentor to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of the children. Active participation of all staff training is necessary for a successful school policy. This is achieved through attendance at the staff meetings when individual children are discussed and where support can be given to each other in dealing with concerns, planning strategies, and developing school policy. In addition the SENDCo will take the opportunity to attend the in-service courses provided by the LA. Other staff members may also attend these courses if it is appropriate and if the SMT feel training is needed. The SENDCo will also provide opportunities for the staff to discuss their concerns with outside agencies, when necessary.

## **15. ACCESSIBILITY**

The school is strongly committed to improving access to education and educational achievement for disabled pupils so that all pupils can benefit from equality of opportunity and look forward to full participation in society.

The school wholeheartedly supports and endorses the Children and Families Act: including the Code of Practice 2014, and the Equality Act 2010, which introduced duties for schools to ensure that disabled pupils were not treated less favourably and to avoid putting disabled pupils at a substantial disadvantage. The access plan outlines how the school proposes to demonstrate its commitment to full access for all pupils and how it is to fulfil its duties under the Equality Act of 2010.

## **16. EVALUATION AND REVIEW OF THE POLICY**

The policy will be reviewed annually.

The success criteria are as follows :

- a) to have identified a child with S.E.N.D. at the earliest stage
- b) to have followed the Code of Practice for special educational needs
- c) to have catered for the child and obtained appropriate provision for the child as swiftly as possible
- d) to have met the needs of a child with S.E.N.D.