

St. Sebastian's R.C. Primary School



Special Educational Needs and Disabilities Policy



St. Sebastian's Mission Statement

As we walk in the ways of the Lord, we will:

- *Keep Christ at the heart of all we do*
- *Love learning and grow our gifts and talents*
- *Make lasting memories full of joy*
- *Understand our special place in the family of God*
- *Open our arms in love to all*
- *Live life to the full*



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2015) and has been written with due regard to all relevant legislation including, but not limited to, the following guidance and documents:

- Equality Act 2010: advice for schools DfE, February 2013
- Schools SEND Information Report Regulations, 2018
- DfE Supporting pupils at school with medical conditions, 2015
- EYFS and NC England Key Stage 1 and 2 framework, September 2013
- Teachers Standards 2012
- Education Act 2002
- Children and Families Act 2014
- Health and Social Care Act 2012
- Mental Capacity Act 2005
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation
- DfE 'Mental health and wellbeing provision in schools' (2018)
- DfE 'School Admissions Code' (2014)

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

In accordance with the SEN and Disability Code of Practice:

‘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’

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

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age, or, would do so if special educational provision was not made for them.

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but, where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. The school adheres to the statutory guidance (DfE 2015) regarding supporting pupils with medical conditions.

POLICY STATEMENT

The person responsible for the day-to-day coordination of SEND is Jannine Platt (SENCO/Deputy Headteacher). The named governor is Joanna Atherton.

Our Aims

The school endeavours to promote the maximum development of all our children and prepare them for the opportunities, experiences and responsibilities of life and participation in society. We aim to use the graduated approach outlined in the Code of Practice to:

- provide a high quality broad and balanced curriculum, suitably differentiated and responding to the diverse experience and learning needs of our pupils at all times,
- identify, assess and meet the needs of those pupils with SEND, wherever possible, within the constraints of the school and support available,
- value the contribution and effort of all children as much as their achievement,
- educate our pupils alongside peers, wherever possible,
- provide equality of opportunity for all,
- eliminate discrimination and foster positive relationships between pupils with SEND and those without,
- involve parents fully in the process and decision making,

- collaborate between services,
- enable a successful transition to the next stage of education,
- promote independence,
- adhere to current SEND legislation and LA directives.

Objectives

We will meet the core aims of this policy by achieving the following objectives:

- Secure a systematic process of early identification, monitoring and reviewing of pupils.
- Analyse rates of progress, stages of development and individual needs of learners.
- Prepare specific individual/group programmes, targeting barriers to learning and meeting specific needs.
- Set attainable goals to ensure progress, confidence and motivation are sustained.
- Involve parents and pupils in reviewing progress, decision making and setting suitable targets.
- Adopt a person-centred planning approach with all staff, ensuring the provision for individual children with SEND is shared by all and transitions to new year groups are carefully managed.
- Seek appropriate expertise, support and advice from education, health and social care as required for staff, pupils and parents.

SEND within the Context of our School

All staff members at St. Sebastian's are teachers of children with special educational needs and/or disabilities and are committed to providing quality first teaching and an inclusive learning programme for all, irrespective of gender, ability, ethnicity and social circumstances.

The Governing Body at St. Sebastian's admits all children according to the Admissions Policy, including those with Education, Health and Care Plans and those with less significant problems. The school will make any reasonable adjustments to meet the needs of pupils with SEN and disabilities. Due to the limitations of the building, there is currently no facility for wheelchair users to gain access to the upper level of the school.

Identifying Special Educational Needs and Disabilities

The class teacher is at the forefront of identification of special needs and assumes immediate responsibility for raising initial concerns with the SENDCO. The teacher ensures suitable differentiation, development and attainment of his/her pupils and uses observation, day to day monitoring of progress and standardised test results as tools to determine any SEND concerns. These concerns may be in any area of education including communication and interaction, cognition and learning, physical, medical and sensory, social, emotional, behavioural and mental health difficulties and the acquisition of basic skills. *Appendix A provides detailed definitions of areas of need.

In light of assessment/observation findings, the class teacher modifies approaches or curriculum material accordingly, suitable interventions are put into place and the progress of the child over time (no longer than half termly) is tracked and recorded. Concerns over progress can be characterised as

- being significantly slower than that of peers starting from the same baseline.
- failing to close the attainment gap between the pupil and their peers, despite intervention.
- an increased attainment gap or where current progress does not match previous rates of progress.

Should further information be required, then more specific assessment tools may be used by the SENDCO or class teacher, e.g. GL Assessment Screening Programme, Diagnostic Assessment in Number Sense, NASSEA EAL Assessment Framework, Speech and Language screening, Boxall Profiles and EY Developmental Progress Charts. Additional hearing and sight tests may be requested. After taking all of the above assessment information into account, the SENDCO, together with the class teacher, decide if the child may need to be placed on the SEND register.

In some cases, children are already known to outside agencies, such as the Child Development/Paediatric Team or Speech Therapy on arrival at the school. Staff then liaise with the previous setting or agency involved to ascertain the level of need and intervention required to provide continuity for the child and family.

Medical information, specific to individuals is recorded on SIMS and a class medical record is kept in each year group's SEND file. Some pupils may have a specific Medical Plan drawn up by the Nursing Team which is shared with the relevant staff and stored also in the class SEND file. Those pupils who have significant medical needs (epilepsy, diabetes..) are highlighted to all members of staff.

When identifying needs, the school makes every effort to take into account what is not SEND but may impact on progress and attainment, i.e. attendance and punctuality, child protection cases. The school adheres to the 'reasonable adjustment' duty outlined in the Code of Practice and recognises that having a disability does not necessarily constitute a special educational need. The school also recognises that children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Where there is uncertainty about an individual pupil with EAL (e.g. if they are making very slow progress), the school will make full use of EMTAS to ascertain any specific needs.

The SENDCO works closely with the designated member of staff for safeguarding and any 'looked after' children who may also be on the SEND register.

Parents or carers, who think their child has a special educational need or disability, can raise concerns with the class teacher, the SENDCO or the Headteacher, Miss A Donoghue.

A Graduated Approach to SEND Support and the Role of the SENDCO

The SENDCO is responsible for coordinating the implementation of the graduated approach. As well as working alongside teachers, parents and pupils, the SENDCO is also responsible for:

- Collaborating with the Governing Board and Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Working alongside Link Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments, access arrangements and participation.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data, in collaboration with the Headteacher.

If, despite quality first teaching and targeted differentiation, a child is not making expected progress and shows signs of difficulty in one or some of the following areas:

- acquiring English and Maths skills,
- processing, executive functioning skills and working memory,
- language, communication and interaction difficulties,
- emotional, social and behavioural difficulties,
- sensory or physical problems,

then, the pupil will be recorded as 'K' on the SEND register, identifying the correct category of need. An individual plan will be drawn up by the class teacher and SENDCO collectively, setting out specific targets and additional provision. This plan will be shared with the child and parent and reviewed and adjusted termly. A one-page profile of the pupil will be initiated and amended over time.

The SENDCO, with the consent of parents, may need to make referrals to relevant outside agencies, such as Educational Psychology, for further assessment, advice and involvement. At all times, full consideration is given to the needs of the whole child as well as their specific educational needs.

Once external agencies are involved, solution focused meetings are held over 6-8 week periods with the relevant outside professionals, school staff and parents. The school will provide support based on professional recommendations targeting the area of difficulty, modifying teaching and learning approaches and resources, as discussed. The meetings will take the form of an Assess – Plan – Do – Review cycle to monitor actions and measure progress.

Managing pupil needs on the SEND Register

With the additional targeted intervention, progress would be expected:

- to be similar to that of peers starting from the same baseline or standardised score
- or
- to be showing improved rate of progress
- or
- to be narrowing the attainment gap between the child and their peers.

Upon review, a pupil may have made sufficient progress to be removed from the register and monitored in class. Other pupils may remain on the register at 'K' and the class teacher will continue to maintain individual plans and evidence progress according to the intended outcomes for the pupil. The SENDCO will seek further advice from outside agencies at any point regarding barriers to learning and progress.

In order to determine the level of support and resources allocated to pupils on the register at 'K', the school adopts the LA recommended guidance on placing children in Intervention Bands of A, B and C – C being the greatest level of resource for those who do not have an Education, Health and Care Plan.

For those pupils who, despite recommendations from outside agencies being acted upon during the Assess - Plan – Do – Review cycle, targeting the area of difficulty, do not make adequate progress, then the SENDCO and all those involved should consider whether the child has a more significant or complex learning difficulty and may benefit from an Education, Health and Care Plan. The school will ensure that they have been working in collaboration with parents and relevant outside agencies for a minimum of two terms before deciding to make a referral to the Statutory Assessment Team for an Education, Health and Care Plan.

In order to access Statutory Assessment, the school will provide written evidence of

- records of reviews, appropriate target setting and outcomes,
- attainment records in English and Maths, including standardised information,
- behaviour information,
- views of parents and pupil/My Story documentation,
- any health checks,
- advice/involvement of an Educational Psychologist,
- advice/involvement of other relevant professionals,
- the difficulty to meet the pupil's needs through the resources normally available.

Once a referral has been made, the LA SEND Panel will decide whether to proceed with formal assessment for an EHC Plan and will inform parents, school staff and other relevant agencies of the decision. A multi-professional assessment will then be made based on all of the evidence submitted and an EHC Plan drawn up within the timescale guidelines set out in the Code of Practice – currently 20 weeks from when the initial request was received. The school will meet its duty to respond to any LA request for information or research conducted relating to a statutory assessment within six weeks of receipt.

The EHCP will specify the type of need and support the child requires, include short-term targets which are smart, measurable, achievable, realistic and time-bound (SMART) outcomes and statutory sections as outlined in the Code of Practice. The school will meet its duty to provide views on a draft EHC plan within 15 days. The school is then bound to place the necessary resources to meet the targets set out in the Plan. The involvement of parents and other agencies and the process of Assess – Plan – Do – Review will continue. Parents and pupils will be consulted as to how best the school can implement the EHC Plan to ensure the pupil thrives.

Annual reviews in school are held for those pupils with EHC Plans, inviting all parents and agencies to attend (with at least two weeks' notice), including representatives from the next stage of education for Y5 and Y6 pupils. Prior to and during an annual review meeting, the SENDCO will share any information from all parties invited as well as send a written report following the meeting, setting out recommendations and proposed amendments as discussed within four weeks to all parties, including the LA.

If needs **significantly** change, then the school will provide evidence to both parents and the LA. The Headteacher will then request a re-assessment of an EHC Plan.

If after a referral has been made, the LA decide not to go ahead with the EHC process, parents and school will be informed of the reasons within a maximum of 16 weeks from the initial request. In which case, the school will continue to provide for the child's needs from existing resources within the school budget. Parents will be made aware of their right to appeal against the LA decision not to accept referrals or with regard to any decisions made in relation to EHC Plans.

The SENDCO is responsible for maintaining records and keeping the register up to date to reflect current cohorts and staff concerns and to share EHC Plans with relevant adults on a need-to-know basis, including staff on transfer to secondary school or other institutions.

Termly pupil progress meetings held by the Headteacher and Deputy (SENDCO) may also inform decisions to place pupils on the register as well as become an opportunity to review the nature and effectiveness of the intervention being provided for SEND pupils.

Staff meetings early in the summer term are dedicated to discussing individual pupils and necessary modifications to classroom organisation for SEND pupils with the receiving teacher in school. Written transition programmes are planned for those with specific needs, (e.g. autism).

Details, records and care plans of pupils on the register are held in a secure file on the SMT drive and hard copies are kept in a filing cabinet located in the office. The number of pupils on the register is variable. Some pupils may have short term needs and so be removed or added to the register; similarly, pupils may leave or join the school.

Involvement of Parents

The school recognise parents as partners in the education of their child and crucial to the effectiveness of provision and appropriate target setting. Communication between parents and school will be consistently maintained. This can be an informal chat, discussions at parent meetings (twice per year), review meetings, letters, phone calls, emails and discussion with the Headteacher or SENDCO. Translators may be arranged in advance of meetings, as necessary. Parents are also made aware of the Salford Information and Advice Support Service SIASS, should they wish to discuss any concerns away from the school or seek support/help with documentation or school placement.

Parents will be formally notified and involved in their child's SEND at all stages. Parents will receive reports from any relevant professionals where provided.

At all times, focus will be on the pupil as an individual, not allowing their SEND to become a label. Information will be easy for parents to understand - clear, ordinary language and images, rather than professional jargon. Discussions will highlight the pupil's strengths and capabilities and enable those who know the child best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

Involvement of Pupils

Self-assessment, feedback and target setting are integral to teaching and learning. Staff work hard to ensure that each child is involved in the development of their individual targets and what they need to help them learn and progress. Those pupils with SEND are also given opportunities to voice or write their views about their achievements and aspirations in advance of review meetings in the most appropriate manner and with any necessary support.

Supporting Pupils and Families

The following external agencies are frequently accessed by the school: Educational Psychology, Learning Support, Speech Therapy, Primary (Behaviour) Intervention Team, Occupational Therapy, Physiotherapy, Health Service, Social Care Team, Education Welfare Service, CAMHS and Caritas.

The school buys into a Caritas Package of support for pupils and families, (one day per week) delivering parenting classes, counselling for individual pupils, various therapy programmes for groups and short learning sessions for classes (e.g. Expect Respect).

Further information for parents regarding school resources may be found in the school's SEND Local Offer, which can be found on the school's website.

Any documentation may be explained to parents by staff or translated as necessary and printed materials in school are adapted to pupil need, (enlarged print, coloured overlays, etc.).

Promoting Mental Health and Wellbeing

The school has a Social, Emotional and Mental Health (SEMH) Policy, ensuring that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum. Specialist services are available as required. Where appropriate, the school will support parents in the management and development of their child. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidante with the aim of easing the worries of their mentee.

When in-school intervention is not suitable, referrals to outside agencies will be made. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP.
- Seeking professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that those pupils:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

The designated member of staff with responsibility for safeguarding is Miss A Donoghue.

Admissions

Arrangements for the fair admission of pupils with SEND are set out in the school's Admissions Policy, found on the website. The school will admit a pupil that names the school in an EHC Plan and will not discriminate against pupils who have SEND, but who do not have an EHC Plan. The school also abides by the LA's In Year Fair Access Protocol, as ratified by the Governing Body, placing vulnerable children in schools.

Equality duties

The new Code of Practice highlights the specific duties that schools have in relation to disabled children and young people under the Equality Act, 2010. The key elements are that a school

- **must not** discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The school is pro-active in meeting the duties under this legislation and our commitment is outlined in our Equality Duty and Accessibility Plan.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, cerebral palsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by SEN and Disability legislation. St. Sebastian's pays due regard to the statutory guidance entitled, 'Supporting Pupils at School with Medical Conditions' and parents can refer to the school's Managing Medical Conditions Policy for further details. All staff share responsibility for meeting the medical needs of pupils.

Fully risk assessed, off-site experiences will be offered to all children and adjustments made for those with SEND as required.

The Anti-Bullying and Safeguarding Policies, outline the steps the school takes to keep all our children safe and mitigate the risk of bullying of any vulnerable learners. All pupils have access to a range of staff in who they can confide. The social, moral, spiritual and cultural development of our pupils is delivered across the curriculum and promotes understanding of issues around diversity, difference, disability and equality.

The EYFS and primary National Curriculum is made available to all our children and may be broken down into achievable steps for children who have marked learning difficulties or who may not have previously accessed the English National Curriculum. If necessary, alternative fair access arrangements to enable pupils to take tests in Years 2 and 6 may be applied for by the school. If a teacher believes it is in the interest of a pupil to be exempt from end of Key Stage Testing, they will notify the Headteacher, who will follow National ARA guidance.

Transferring Schools

St. Sebastian's maintains close links with the high schools to facilitate a carefully planned transition. For those pupils with EHC Plans, the SENDCO invites representatives (from the relevant secondary school a pupil may transfer to) to a Y5 Transfer Review meeting and liaison continues until the pupil leaves in Y6.

The SENDCO and Year 6 teacher also meet in the final Summer term with the secondary Head of Year and SENDCO to share up to date information. The Headteacher and staff are available for parents to discuss transition to the next stage of their child's education. The Salford Parent Partnership Service or SIASS also offer additional guidance for parents on high school transition. A small number of pupils, who may not meet the threshold for an EHC Plan, may have a Y6-Y7 Transition Plan drawn up by the SENDCO and class teacher in consultation with any relevant outside agency, e.g. Educational Psychologist.

Transition meetings and visits may also be arranged for pupils with SEND, who are moving to another school at any point in their education. All relevant information is forwarded to the educational setting the pupil will be attending.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any provisions necessary, in accordance with the school's Exclusion Policy. If it is in the best interest of the pupils, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

Confidentiality

The school will keep confidential and not disclose any EHC plan without the consent of the pupil's parents/carer, except for disclosure:

- to a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for the purpose of any criminal proceedings.
- for the purposes of investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs.
- to any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- to the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Data and Record Keeping

The school's records will:

- include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- keep data on the levels and types of need within the school and make this available to the LA.

All information will be kept in accordance with the school's system of managing records and Data Protection Policy.

SEND Training and Resources

The SENDCO and relevant staff members (Mental Health Leads) will keep up to date with any necessary training, including both mental and physical needs of pupils with SEND, which will be cascaded down to all staff. At least once a term, in-service training focuses on the current most relevant SEND (mental health, teaching EAL, managing pupils with Attachment difficulties, managing Autism, SEBD, calm learning environments, emotional development, etc.) and strategies to support those vulnerable pupils. Teaching staff, assistants and governors are encouraged to attend relevant training courses. Coaching and Induction is also delivered to newly qualified teachers and support staff. The school maintains a number of support staff with ELKLAN qualifications and meetings and updates take place regularly. Review meetings also highlight further training or resource implications to meet the needs of specific pupils.

Funding

The school's SEND budget funding allocation is devoted to:

- employing skilled support staff (majority Level 3) and teaching staff to deliver specific support programmes (e.g. Speech and Language programmes) with small groups of children or individuals and to provide subtle targeted support to SEND children in the classroom,
- buying in professional advice and time (e.g. Educational Psychology),
- purchasing specific resources as required, including those that improve accessibility for all children,
- supporting the role of the SENCO and staff through training and relevant professional development.

Before an application for an Education, Health and Care Plan is to be considered, the school must evidence a spend of £8,500 on allocation of support for a pupil. This £8,500 is made up of the Age Weighted Pupil United Funding of £2,500 plus up to £6,000 from the school's notional SEN Budget at Bands A, B and C. The school's Provision Mapping Tool shows funding/staffing allocation and intervention in place. Applications for individual personal budgets are submitted to the LA SEN Team.

The deployment of teaching assistants is modified termly by the Headteacher in respect of the changing SEND cohorts.

Local Offer

The school's Governing Board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that

- it is collaborative, accessible and structured in such a way that relates to pupils' and parents' needs and is well signposted and publicised.
- parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it.
- the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- when parents and pupils access the Local Offer, the information is up to date.
- the school provides the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Dealing with Complaints

The Headteacher, staff and governors are committed to maintaining positive partnerships with parents and carers and resolving disagreements. If a parent has a concern or is not satisfied with the provision that the school is providing, then it is recommended that they should refer to the school's Complaints Policy and follow this order of contact:

- The class teacher
- The SENDCO, Miss J Platt
- The Headteacher, Miss A Donoghue.

If the matter remains unresolved, the parent/carer should write to:

- The Chairs of Governors, Ms Joanna Atherton/Ms C Boldrini.

Ultimately, complaints may be referred to the LA Director of Children's Services.

The SIASS – Salford Information, Advice and Support Service can provide information on the school's responsibilities and give advice to parents on how best to resolve their complaint. They will, however, expect that the issues will have been raised with the school in the first instance.

Under the SEND Code of Practice, parents have a right of appeal against certain decisions of the LA about how their child's special educational needs are to be met.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC Plan is in place. Where necessary, the Headteacher will make the relevant parties aware of the Disagreement Resolution Service and that Ofsted can consider complaints relating to whole school SEND, including Early Years provision. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

The school's Complaints Procedures Policy can be found on the school website.

Monitoring and Evaluation of SEND

The SENDCO is responsible for ensuring the Assess-Plan-Do-Review cycle takes place, monitoring the individual education/behaviour plans, the effectiveness of interventions as well as, analysing assessment records to measure individual progress and make comparisons with national standards.

The Senior Leadership Team's monitoring and evaluation systems and arrangements contribute to the continual review and improvement of provision for all the children, including those on the SEND register. Data, in terms of progress of pupils with SEND is analysed at interim termly points throughout the year and at the end of each key phase to measure the effectiveness of provision. The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs.

The Headteacher keeps the Governing Body informed about SEND provision and practice (including mental health and wellbeing) and the SENDCO liaises with the named link governor, who supports the school in its efforts to deliver effective provision for children with special needs or disabilities.

The Headteacher is ultimately responsible for ensuring

- the fair implementation of policies and procedures which do not directly or indirectly discriminate against pupils with SEND but that maintain a culture of high expectations of all.
- that the approach to the whole curriculum includes how it is made accessible for pupils with SEND.
- that all staff working with pupils with SEND understand their needs and the strategies required, and have suitable provision in place to meet them, monitor and review their progress and the quality of teaching for those pupils at risk of underachievement.
- cooperation with the LA during annual EHC plan reviews.
- that parents are actively supported in contributing to the development of their child's provision/plans.
- that the SENDCO has sufficient time and resources to carry out their functions and responsibilities and is provided with training, with an emphasis on mental health, on an annual basis.
- that pupil confidentiality is respected in relation to communicating any changes or concerns involving a pupil.

Role of the Governing Board

The Governing Board will be responsible for ensuring that:

- policies are communicated with parents of pupils of SEND, when reviewed.
- effective provision is in place for all pupils with SEND, whether or not they have an EHC plan, including those pupils permanently excluded (from the sixth day, in line with their plan) and those pupils with medical conditions.
- a suitable access plan, published annually, is in place and reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability and that pupils with disabilities are not discriminated against, harassed or victimised.
- the school's policies and procedures impact on pupils with SEND, including on their mental health and wellbeing.
- an individual governor oversees the school's arrangements for SEND, the SEND information report and its publication on the website.
- annual information is published about the arrangements for the admission of pupils with SEND.
- the complaints procedures which, along with details about appealing to the SEND tribunal, are made known to parents and pupils.
- cooperating with the LA in drawing up and reviewing the Local Offer.

The SEND information report will be prepared and published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special Educational Needs and Disabilities Code of Practice: 0 to 25 years'.

This policy, its implementation and effectiveness will be reviewed annually by the SENDCO and Headteacher and communicated to all relevant stakeholders. The views of parents of pupils with SEND and the pupils themselves will be taken into account. St. Sebastian's Governing Body will review this policy every three years.

Date: March 2021

SEND Policy 2021

Associated Relevant Policies/Documents

Local Offer
Safeguarding Policy
Admissions Policy
Managing Medical Needs/Conditions Policy
Accessibility, Disability and Equality documents
Anti-Bullying Policy
Complaints Procedures Policy
LAC Policy ('looked after children')
Inclusion policy
Exclusion Policy
PSHE Programme of Study
Social, Emotional and Mental Health Policy
SMSC Guidelines Ofsted Handbook
Behaviour Policy
NASSEA Guidance (EAL)
Data Protection Policy
Curriculum Policies

DfE Keeping Children Safe in Education
DfE Working Together to Safeguard Children

Appendix A

Categories of need

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want to or they cannot understand 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. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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 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.

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

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, including becoming withdrawn or isolated, or 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 may be medically unexplained. The school's Social, Emotional and Mental Health Policy is to be implemented to support pupils with these difficulties.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder children from using school facilities, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. The school will ensure staff understand that:

- some conditions can be age-related and can fluctuate over time.
- a pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability: a tendency to set fires, a tendency to steal, a tendency to commit physical or sexual abuse towards others, exhibitionism or voyeurism.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.