The Dunstan Catholic Educational Trust

Special Educational Needs and Disability Policy

Agreed by the DCET Trust Board on: 23.7.24

Review Date: July 2025

Signed: Catherine Christie Date: 23.7.24

Chair of the Trust

Version Number	Date Amended	Comments and Changes	Date Approved	Author	Approved By
1		New Trust Policy	26.5.2022	AF	Trust Board
2	20.07.23	Needed to add details for a new Local Authority (Wiltshire)	27.7.2023	AF	Trust Board

3	09/06/2024	Reviewed with input from SEND learning Set & Attendance guidance		RSi	

This policy applies to all academies within the DCET

DEFINITION

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2015, 6.15).

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need. These are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

What is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- Medical
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Special guardianship
- Being a child of Serviceman/woman

LEGISTLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (date January 2015) 3.65 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report
- It has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions 2015 (updated).
- EYFS
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Working together to improve school attendance February 2024

More details about the reforms and the SEN Code of Practice can be found on the Department of Education's website: www.education.gov.uk/schools/pupilsupport/sen

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the ***Special Educational Needs Code of Practice.***

ROLES AND RESPONSIBILITIES

Class teacher - Each class teacher is responsible for:

- Using the graduated toolkit
- Parental contact – child's progress and interventions
- The progress and development of every pupil in their class
- Preliminary assessments (for example using the SEAM assessments)
- Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Maintaining intervention programmes
- Progress of APDR
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and any local variations

SENCO -The SENDCO will:

- Work with the CEO, Headteacher, Heads of School and SEND Governors to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Manage, in close consultation with the Headteacher and the Heads of School, the Learning Support Assistants
- Liaise with parents of pupils with SEND
- Liaise with all other appropriate professionals in relation to SEND
- Carry out assessments in liaison with the class teacher
- Ensure that where necessary Individual Education/Behaviour Plans are updated regularly and adhered to
- Monitor the SEN provision throughout the school
- Contribute to the in-service training of staff
- Organise and facilitate meetings with external agencies and Education Support Services.
- Support staff in making applications for costed plans (via local authority)
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of each school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and are transferred suitably within GDPR guidelines when pupils leave the setting.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCO.

Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND Support Register for individual pupils.

All staff can access:

- This SEND Policy and any local variations.
- The Graduated Toolkit.
- A copy of the full SEND Support Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including targets set and copies of their provision map.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through local authorities SEND Local Offer.
- Graduated toolkit

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEND provision.

Admission arrangements

Please refer to the information contained on our school website. The admission arrangements for ***all*** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our schools we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEN services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school offer for more details.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates up to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

Identification of pupils needs

Initial teacher concern form for referral

Use of the quick checker

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as ***possibly*** having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (a) and (b) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND Support Register they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND Support Register. Any concerns will be discussed with parents informally during parent's evenings or during scheduled termly meetings.
i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND Support Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process.

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. There will at least 3 formal opportunities per year to liaise with parents where provision maps will be shared (if used).

Assess

This involves clearly analysing the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to- one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly, at least 3 times per year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including (where appropriate):

- Parents
- Child voice
- Teachers

- SENDCO
- Social Care
- Health professionals
- Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate assessment leading to an EHC Plan.

Education, Health and Care Plan (EHC Plan)

a) Following Statutory Assessment, an EHC Plan will be provided by the setting local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision and outcomes for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. There may be times when the annual review will be held early in order to support a change in placement.
d) There will be a consultation period whereby current school and others will be asked if needs can be met.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.
We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through consultation with Local Authorities

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire which is completed before the Annual Review discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adopted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train ***all*** our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Working in partnership with parents

Our School believes that a close working relationship with parents is vital in order to ensure;

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

Our School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- The local authorities Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class Teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services
- FIS
- Access to inclusion
- Attendance hub

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.