



Special Educational Needs and Disability Policy

SENCO- Victoria Burnside

The SEND policy is written for the whole school community: staff, learner, parents/carers and governors and is designed to be a working document.

Pupils at St Thomas's Centre will normally have Special Educational Needs (SEN) predominantly Social Emotional and Mental Health (SEMH) difficulties at SEN Support level and some may have a Statement of Special Educational Needs or an Education Health and Care Plans (EHCP).

St Thomas's Centre believes that every teacher is a teacher of special needs and the policy is written by considering the holistic needs of every child/young person.

Further information is available through the local offer which can be accessed through Blackburn with Darwen's website: www.blackburn.gov.uk/localoffer and the SEND information report available on St Thomas's Centre's website: www.stthomasscentre.com

Section 1

Aims

- To cater for and fulfil the needs of pupils throughout the ability range who experience learning difficulty in any form regardless of Disability, Gender, Pregnancy & maternity, Race, Religion or belief, Sex, Sexual orientation
- To work within the guidance provided in the SEND Code of Practice 2014 www.gov.uk/government/publications/send-code-of-practice-0-to-25

- To identify, assess, provide for and monitor the progress of pupils with special educational needs
- To have knowledge and awareness of the overall development of each pupil
- To ensure access to appropriate learning experiences in a broad range of curriculum areas through the use of differing means and strategies
- To be pupil centred in our approach to learning
- To realise potential, maximise strengths and minimise weaknesses and to provide support and encouragement in a caring atmosphere

Section 2

Identifying SEND

A pupil has SEND where a learning difficulty or a disability calls for special educational provision, i.e. different from, or additional to that normally provided. The Code of Practice (2014) identifies four broad categories of need:

Cognition and Learning Needs

Social, Emotional and Mental Health

Communication and Interaction Needs

Sensory and/or Physical Needs

These four areas give an overview of the range of needs that should be planned for. At the St Thomas's Centre we identify needs of pupils by considering the needs of the whole child, not just the SEN of the child or young person.

Many of the pupils at St Thomas's Centre have SEMH difficulties. We understand SEMH difficulties may be a result of unidentified/unmet needs;

may be multiple; and manifest themselves in many different forms and severities.

We understand that some factors which are not SEN may impact on pupils learning, such as:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Child In Our Care (CIOC)
- Being the child of Service Personnel
- Maternity

Section 3

A graduated approach to SEN Support

St Thomas's Centre believes all children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential. We operate a graduated approach to support and intervention. We follow an **Assess- Plan-Do-Review** cycle to provide effective support and intervention.

Standardised SEN Screening assessments are used to assess areas of need and inform interventions. Assessments take place shortly after arrival of the pupil to identify baselines and discrepancies. SEN screening assessments available include:

- RAVENS Progressive matrix (non-verbal reasoning)
- British Picture Vocabulary Scale (Receptive language)
- York Reading Analysis and Comprehension
- Suffolk Reading age test
- Single Word Spelling Test
- Lucid COPS (dyslexia screener)
- Baseline Motor skill assessment
- Goodenough Draw a Man (Body Awareness)
- Boxall Profile (Social and Emotional Development)
- Strengths and Difficulties Questionnaires (SDQ)

Assessment information is disseminated to all teaching staff who are responsible and accountable to the progress and development of pupils. Academic and personal targets can be set from this data and information is recorded on 'Short Term Outcome' plans. Half-termly targets (academic and social and emotional) are set in agreement with pupils and parents during Academic Review day.

Quality First Teaching

It is the responsibility of the class teacher to implement the provision for the children in their class. Appropriate tasks/activities/group work are planned to meet the needs of the children taking into account their SEN and learning styles. Where the class teacher has concerns, they will complete an SEN Concern sheet and inform the SENCO. The SENCO will spend time with the pupil and agree upon the next steps.

SEN Support

St. Thomas's Centre follow an **Assess- Plan- Do- Review** cycle. This graduated approach is called SEN Support (Code of Practice, 2014). This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child or young person grows. The cycle enables the identification of those interventions/approaches which are the most effective in supporting good progress and achieving short term outcomes.

Assess

In addition to the school SEN screening tools, access to external agencies and professionals is available, if appropriate, including:

- Educational Psychology
- Clinical Psychology
- Local Authority SEND Support Service
- NHS Speech and Language Therapy Service
- Children's Services Art/Play Therapy
- East Lancashire Adult and Child Services (ELCAS)
- Paediatric Occupational Therapy
- Physiotherapy
- School Nurse

- Community Paediatrician
- Parent Partnership

Our children/young people and parents are involved at all stages to further identify any area of concern.

Plan

All information gathered will be used to inform academic and social and emotional targets, 'short term outcome' plans, behaviour and attendance plans (or EHC plans as appropriate). Planning will involve consultation between the class teacher, SENCO, parents and child/young person. Targets, interventions and support will be agreed and reviewed half-termly.

Do

The class teacher remains responsible for working with the child or young person on a day-to-day basis. They will retain responsibility and work closely with Teaching Assistants to plan and assess the impact of support and intervention strategies. Support with further assessment and intervention strategies of the pupils is provided by the SENCO.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and intervention strategies. It will also take account of the views of the pupils and parents. The class teacher and SENCO will revise short term outcomes based on the pupils progress and development. Half-termly reviews (academic review days) take place with teacher, pupil and parents. SEN Support meetings take place where necessary and involve all relevant professionals, SENCO, Provision Leader, class teacher and parents.

Education Health Care Plan (EHCP)

As part of the review process, if the consensus of professional opinion is that an assessment of Education, Health and Care needs is necessary, the SENCO will work closely with schools (where the child is on dual register) to assist in an application to the EHCP panel. Where a child or young person is single

registered with St. Thomas's Centre, the SENCO will submit an application to the EHCP panel.

Section 4

Roles and Responsibilities

Governing Body – the assigned member of Governing body will monitor the implementation of the SEND policy.

SENCO – Assistant Head Teacher Victoria Burnside -BSc(hons) *Psychology*, PGCE, Masters in Education *Social, Emotional and Behavioural difficulties*, NPQSL, (PG Cert NA SENCO due to be completed July 2018). The SENCO will keep the governing body informed about the SEND provision made by school. The SENCO will identify areas for development and contribute to the school development plan. The SENCO is responsible for co-ordinating SEND provision across the school and will:

- take responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provide professional guidance in the area of SEN
- support the professional development of all staff in relation to SEND
- liaise with outside agencies in relation to SEND
- lead SEND Review meetings

Teaching Staff and Teaching Assistants- all teaching staff and teaching assistants will be involved in the formulation and implementation of the SEND policy. They are responsible for differentiating the curriculum and monitoring pupil progress. They will assist in the writing of short term and long term outcomes for the pupils and will contribute at Review meetings.

Senior Staff Members with responsibilities relating to this policy are:

- Joanne Siddle – Head Teacher
- Mary Walker- Deputy Head Teacher
- Kate Taylor- Deputy Head Teacher
- Sue Armson- Assistant Head Teacher
- Francis Dore- Assistant Head Teacher

- David England- Assistant Head Teacher
- Charlotte Rolfe- Assistant Head Teacher

Section 5

Accessibility

St Thomas's Centre welcomes all pupils and as such has:

- Equality Act 2010
- Links with outside agencies and professionals
- CPD programme planned to increase the skills of staff
- Mental Health First Aiders
- Quality first teaching in all lessons
- A SENCO available to offer assessment, advice, training in relation to SEND/SEMH
- In class support
- Small class teaching
- Open access for parents and carers to contact staff with information, issues or concerns

Section 6

Further policies are available from the school website at www.stthomascentre.com

- SEND Information Report 2016
- Accessibility policy
- Anti-bullying policy
- Supporting children with medical needs
- Equality Statement 2016

Section 7

Complaints Procedure

St Thomas's Centre welcomes any comments and feedback relating to its SEND provision. Comments, feedback and complaints can be directed to the SENCO (Victoria Burnside).

This document will be stored in line with school policy on Information Management.

This policy will be reviewed annually:

Date of Review – December 2017

Policy written by:

Victoria Burnside

Assistant Headteacher/SENCO