



Policy for Special Educational Needs and Disabilities

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The SENCO is Mrs Izabela Konopka-Rowe. You can contact her Monday - Friday on 01255 425344 or via e-mail senco@st-clares.essex.sch.uk

Mission Statement: *With Jesus we learn to love and love to learn.*

Our aims are:

- ◆ To provide an appropriate and high quality education for all children which gives a broad, balanced, stimulating, academic and social curriculum regardless of race, disability, gender or ability.
- ◆ To create an environment where all children can feel safe and appreciated as we believe all children should feel equally valued.
- ◆ To respond to all the children in our care in ways that take into account their varied life experiences and needs. We recognise that all children learn at different rates and there are many factors which may affect achievement including ability, emotional state, language and maturity.
- ◆ We know and understand that many of our pupils at some time may experience difficulties which affect their learning and this may be short or long term. We aim to identify these needs and provide teaching and learning contexts which enable them to achieve their full potential

Special Educational Needs and Provision

Special Educational Needs are considered as falling under 5 areas:

- Autism and Social Communication: This includes children with autism spectrum disorder.
- Learning Difficulties and Disabilities: This covers a wide range of needs including moderate learning difficulties, severe learning difficulties where children are likely to need support in all areas of the curriculum. It also refers to profound and multiple learning difficulties where children are likely to have severe learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, Mental and Emotional Health: This includes children becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as depression, anxiety,

self-harming and eating disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory: this refers to pupils who require special educational provision because their disability hinders them from making use of the general educational facilities. This may be children with visual impairments, hearing impairments or multi-sensory impairments.
- Physical and Neurological: pupils have a condition that directly or indirectly affects their learning. This might include problems with physical access to school/learning environment, problems with involuntary movements of muscles; verbal/non-verbal processing, etc.

SEN provision is **additional to or different from** that made generally for pupils of the same age. This means provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality and personalised teaching.

Behavioural difficulties do not necessarily mean a child has SEN, however consistent disruptive or withdrawn behaviour may be an indication of SEN and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues should take place. Other factors that may impact on progress and attainment:

- Attendance and punctuality
- Disability
- Health and welfare
- English as an additional language
- Being a looked after child
- A child of a parent in the armed forces

Roles and Responsibilities

Head-teacher / Senior Management team should ensure:

- strong teaching and learning is taking place,
- regular meetings with the SENCO,
- accurate assessment and identification of pupils,
- a well-designed curriculum that is accessible for all pupils,
- close tracking and monitoring of progress including pupil progress meetings with individual teachers.

Governing body will:

- ensure necessary provision for pupils with SEN,
- ensure the school has a SENCO,
- make sure parents are informed if their child is receiving SEN provision but does not have an EHCP,
- publish SEN information which outlines the schools SEN policy, admission arrangements for disabled pupils and the schools accessibility plan.

The Governor with a responsibility for SEN is Mrs Elaine Heaphy.

The designated teacher for Child Protection is the Headteacher Mr Jamie Whiteside The member of staff responsible for managing pupil premium is Mr Whiteside. The person responsible for managing looked after children funding is Mrs Izabela Konopka-Rowe.

The SENCO:

- oversees the day to day operation of the SEN policy,
- co-ordinates provision for all children with SEN and those who have education, health care plans,
- advises on a graduated approach to providing additional SEN support,
- advises on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively,
- liaises with parents and children with SEN,
- liaises with early years 'providers, other schools, educational psychologist and social care professionals,
- is a key point of contact with external agencies especially LA and LA support service
- liaises with potential next providers of education to ensure a pupil and his/her/parents/carers are informed about options and a smooth transition is planned,
- works with the head-teacher and school governors that the school meets its responsibilities under the equality Act 2010 with regard to reasonable adjustments and access arrangements,
- ensures that the school keeps records of all children with SEN up to date.

Graduated Response

The graduated approach is at the heart of whole school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all our children. High quality teaching, differentiation for individual pupils is the first step in responding to pupils who have or may have SEN as it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. All vulnerable learners will be included on a class provision map which outlines and monitors all additional intervention. The benefits of

early identification are widely recognised then providing good evidenced based interventions improves long term outcomes for the child.

A clear understanding of a child's needs is a critical precondition to planning effective strategies and creating appropriate provision.

1. Early Identification and assessment includes:

- analysis of data including baseline assessments and standardised tests,
- classroom based assessments and the experience of the pupil by the teacher
- the pupils own views,
- following up on parental concerns, their views and experience,
- tracking progress over time in comparison to their peers,
- analysing information from feeder nurseries on entry to school, previous schools and other services,
- analysis of the guidelines from the Essex Provision Guidance Toolkit.

2. The Assess, Plan, Do and Review process.

The decision made to place a pupil on our SEN register follows the advice from the Essex Provision Guidance Tool.

The school will follow an 'assess, plan, do and review' process. The expectation is set out in the Children & Families Act 2014 that local authority and educational settings place parents and young people at the heart of the process. The school takes a one planning approach. A person centred review meeting will be offered following the model:

- Who **is** here
- Filling in posters/paperwork which may include what we like and admire, what is working well/not so well and what is important to the child,
- Analysis of progress,
- What's working/What's not working,
- Outcomes review and actions for the next term

Plans are reviewed 3 times per year with parents and pupils where possible (The pupils' involvement can be indirect - their views might be collected outside of the meeting).

The school will consider involving outside agencies when it is clear that the children's needs require intervention which is additional 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 SEN Code of Practice 2014. On rare occasions where a pupil has significant severe and

sustained need it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health Care Plan. The LA will conduct an assessment of education health and social care needs and prepare and EHC plan when it considers that the SEN provision cannot be provided for within the resources normally available to mainstream schools.

3. Statement of SEN or EHCP

Pupils with a statement of SEN (pre-September 2014) or an EHC plan (post-September 2014) will also have an annual review. Our school will comply with local arrangements and procedures when applying for an EHC plan. The criteria to commence a statutory assessment of SEN:

- Effective one planning is in place,
- Effective interventions are being implemented from the Essex Provision Guidance and Ordinarily Available,
- The school is using its allocated SEN funds,
- The child has exceptional severe or complex needs, which meets the criteria shown for high needs in the Essex Provision Guidance that are likely to be long term.

The assessment and planning process should usually take no more than 20 weeks. EHC Plans will focus on outcomes for the child and set out how services will work together. The plan will put the child and parents at the centre of decision making. The process of planning targeted provision for a pupil with a statement or an EHC plan is firmly rooted in the graduated approach. The difference being that these pupils needs are more likely to be more complex and the approach needs to be even more personalised and individualised. We ensure:

- all staff working with children read and understand the statement or EHC plan and any specialist reports,
- a clear range of strategies and approaches to support the child is agreed by all involved based on specialist advice,
- any additional training for staff is arranged,
- teachers monitor progress towards agreed outcomes regularly,
- the SENCO monitors progress termly with all relevant staff parents and pupils,
- a person centred annual review is held annually.

Access to the Environment

Please read details of our plans and targets for improving environmental access in the schools Accessibility Plan.

Complaints Procedure

We aim to resolve any issues swiftly and in person often coming to a mutual understanding and agreement. We encourage parents and carers to talk to us rather than worry or bottle up concerns. Our complaints policy is on our website or is available from the school office on request.

For more information refer to:

Behaviour and Relationships Policy

Policy for Supporting Pupils with Medical Needs.

Inclusion Policy

SEN Code of Practice 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Essex Provision Guidance Toolkit: <http://www.essexlocaloffer.org.uk/wp-content/uploads/2016/11/Provision-Guidance-v3.pdf>

