



## St Bede's Catholic Primary School

### SEND Policy 2024-25

#### Rationale

The following policy is informed by the Special Educational Needs Code of Practice 2014 which sets out the school's statutory obligations.

#### Aims of the Policy

We aim to:

- Develop all children to their full potential, irrespective of ability, disability, race, gender or background and to give access to the whole curriculum.
- Provide early identification of children and to implement a consistent plan of support to meet their physical, social, emotional or physical needs.
- Make sure there is a consistent, whole-school approach to the identification and provision for children with special needs.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this progress.
- Involve parents in a partnership of support.
- Comply with the 2014 Code of Practice.

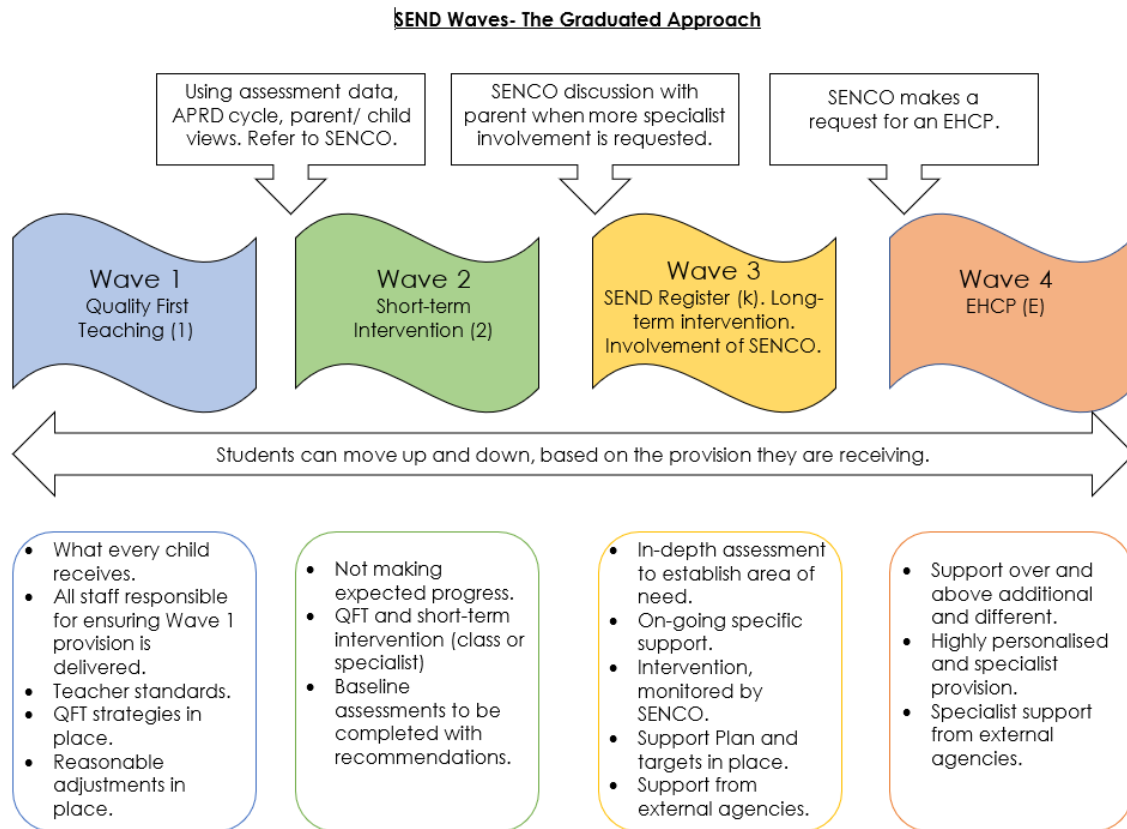
#### Identified Categories of Special Educational Needs.

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

#### Identification and Assessment of Special Educational Needs

The Code of Practice states a graduated approach to identification and assessment of SEND. This approach recognises that there is a continuum of need, and that, where necessary, increasing specialist expertise should be sought to advise the school where children have more complex difficulties.

### **The Graduated Approach**



### **Initial School Support- Wave 2**

When a child is not making the expected progress from their starting points, interventions will be developed and used to help bridge any gaps in their understanding. These interventions will be for a specific period and will be monitored to ensure progress is being made.

We deem expected progress as moving up a sub-level within our assessment system each term.

Indicators may include:

The child:

- Makes little or no progress even when teaching and learning opportunities are targeted to the child's needs (identified using school assessment system).
- Shows signs of specific areas of difficulty in developing certain literacy or mathematical skills which result in poor attainment.
- Presents persistent emotional and/or behavioural difficulties which are not alleviated by the behaviour management / reward strategies used in normal classroom practise.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has a difficulty specific to language and learning.

### **SEND School Support- Wave 3**

SEND School Support (Wave 3) is determined by the school assessment system and characterised by the involvement of an outside agency.

When a child is moved to wave 3, a support plan with specific targets will be created. The targets will be collated from our assessment systems as well as any outside agency recommendations. Support plans will be reviewed on a termly basis where families and school are able to discuss the child's strengths and next steps.

#### **Some indicators may include:**

- Continues to make little or no progress in specific areas over an extended period of time.
- Continues working at National Curriculum levels which are significantly below age related expectations.
- Continues to have difficulty in developing literacy and mathematical skill despite the support offered at school action.
- Has an emotional or behavioural difficulty, which subsequently and regularly interferes with the child's own learning or that of the class despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause significant barriers to learning.

### **Progress to an Education Health Care Plan- Wave 4**

If after advice from an educational psychologist or other professionals, and we deem the need for further support outside of our school resources, we will enter into the process for applying for an EHCP.

Papers are forwarded to the Case Officer for the school, who with a panel will decide whether to proceed with an Education and Care Plan.

If the Panel agrees to proceed with an Education Health and Care Plan the SENDCo prepares the further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Education Health and Care Plan is completed.

The class teacher, in conjunction with the SENDCo, is then responsible for drawing up the new support plan to meet the objectives set out in the plan.

The Education Health and Care Plan must be formally reviewed annually.

### **Special Educational Needs in the Foundation Stage**

Children are closely monitored when they enter nursery, and any concerns are initially discussed between the class teacher and SENDCo. If concerns persist then a discussion with the parent takes place to plan support. Outside agencies may be involved if necessary.

### **Provision**

#### **School Provision Map.**

The school provision map identifies all children who are not making good levels of progress. It is the class teacher's responsibility, with support from the SENCo, to decide how best to support the children on the provision map. Depending on their Wave, children will receive short-term or long-term interventions to help close their gaps in learning. In addition to this, children who are Wave 3 and above, have a Learning Support Plan where the targets reflect the advice given from outside agencies.

#### **Monitoring and Evaluating Provision**

Each term the class teacher is responsible for assessing the progress of each child in their class including all children with SEND. The class teacher then reviews the effectiveness of the support and intervention that the children have received. Any child who is not making expected levels of progress will be highlighted for further discussion. The class teacher then plans the support and intervention for their class. A meeting between the class teacher and the SENCO then takes place to discuss the performance of SEND children. This is used to assess the nature of the support and intervention that may be required for children to make progress.

If a child has not made any progress despite receiving support and/or intervention, a child will move up through the Wave system. Once a child is placed onto Wave 3, a review meeting will take place involving the class teacher, parents, SENDCo and any outside agencies (if applicable) to identify next steps. The SENDCo is responsible to monitor the effectiveness of the school provision on a termly basis and to support individual class teachers to support SEND children effectively.

#### **Assessment**

Every child is assessed in reading, writing and maths each term. Where possible, children with SEND will access the same assessment resources as the rest of the class. However, children on Wave 3 and above may need alternative arrangements. In discussion with the SENDCo, the class teacher will make alternative arrangements. If alternative assessments are used, levels must still be reported each term and they will be moderated by the SENDCo.

#### **Learning Support Plans**

Children who are identified as Wave 3 and above will have a Learning Support plan. This will state the targets that the child is working towards and the teaching strategies and resources that will be used. Targets are identified following assessment, or they may be supplied by outside agencies if relevant. Learning Support Plans should consist of three main targets which should be reviewed on a termly basis with families. The SENDCo will also hold a copy of all Learning Support Plans.

## **SEND Files**

We have developed an online file organisational system which is held in Teams.

Each child on Waves 3 and 4 will have their own folder structured in the following way:

- Support plan
  - This will hold both current and previous support plans.
- Multiagency Documentation
  - When we receive documents relating to the child, they will be scanned and stored in digitally. Any paper version will be shredded after being uploaded.
- Chronology report
  - This document will ensure there is a clear chronology of what is happening and what has happened to ensure any handovers or the passing of information is accurate.

As we are in a transition from paper to an online system, there may be documents held in paper form until we have fully digitised. We will also hold previous data on CPOMS.

## **Partnership with Parents**

We aim to promote a culture of co-operation with parents. We will do this through:

- Ensuring that parents are made aware of the school's arrangements for SEND including opportunities for meeting class teachers and/or SENCo to discuss any concerns.
- Involving parents as soon as concerns have been voiced regarding the presentation and progress of their child.
- Providing access to the SENDCo to discuss any specific concerns regarding the identification of needs and approaches used to address them.
  - We have a specific email address for families to get in touch:  
[SEND@stbw.bwcet.com](mailto:SEND@stbw.bwcet.com).
- Holding review meetings for Learning Support Plans, for those who are Wave 3 and above.

Parents will also have an individual appointment with the class teacher on parents' night. As with any other child, progress will be shared but in addition to this the teacher must also inform the parents of the arrangement that will be put in place to support their child. A discussion should also take place about how the parent can best support the child at home.

## **Roles and Responsibilities**

### **The Class teacher- responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.

- Writing Pupil Progress targets/ Learning Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom. .
- Ensuring that parents are:
  - a) involved in supporting your child's learning
  - b) kept informed about the support your child is getting
  - c) involved in reviewing how they are doing.

**The SENCO- responsible for:**

- Developing and reviewing the school's SEND policy
- Coordinating the support for children with Special Educational Needs or Disabilities (SEND)
- Liaising with agencies which will support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Monitor the progress and attainment of children with SEND.

**The Headteacher- responsible for:**

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

**The SEND Governor- responsible for:**

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

**Key Personnel responsible for SEND at St Bede's Primary School are:**

**Mr J. Anderson Headteacher**

**Mrs C Peacock SENDCo**

**Mrs. Karen Addison SEND Governor**

Ratified by:

Date	Review Date	Coordinator	Nominated link governor
November 2024		Jonathan Anderson	D Merrington