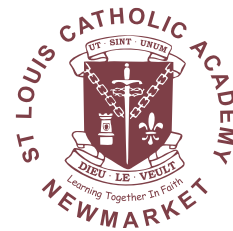



St Louis Catholic Academy, Newmarket
Part of Our Lady of Walsingham Catholic Multi-Academy Trust

Learning Together in Faith



Special Educational Needs and Disability Policy

Approved by the Governing Body/Committee:	January 2021
Signature of CEO:	
Signature of Chair of Governors	Kathleen Das/Charles Dore
Review date	January 2022

MISSION STATEMENT

Our school strives to be a living Christian Community which values and nurtures each individual through a sound education and encourages responsible attitudes towards our changing world.

PURPOSE

To define how, in recognition that each child has a variety of gifts, and that children who have special educational needs or disability will require additional support in order to enable them to achieve their full potential, the school supports children with special educational needs.

"I have come that you may have life, and have it to the full." (John 10:10)

As a Catholic school, we refer very much to the basis of our faith in order to try to meet the needs of every child within our school. We recognise that each child has a variety of gifts, and that those children who have Special Educational Needs or Disability (SEND) will require additional support in order to enable them to achieve their full potential.

To remain faithful to our mission statement we aim to:

- offer a Catholic Religious Education which enables all children to grow in their knowledge and love of Jesus Christ;
- enable every member of our school community to recognise their own God-given worth and in turn to respect the value of each person whatever their, ability, age, wealth, poverty, gender or race and to extend respect and understanding to the wider community;
- endeavour to deliver a curriculum within this Christian environment which provides a range of educational experiences appropriate to the age, ability and special educational needs of our children and which prepares them for the next stage of their education;
- encourage and support each child in reaching their full potential in every aspect of the curriculum regardless of their ability; and
- provide a happy and secure environment.

LEGISLATION

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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.

MANAGEMENT, LEADERSHIP AND CO-ORDINATION OF SPECIAL EDUCATIONAL NEEDS

Mrs Karen Bryan is the Special Educational Needs Co-ordinator (SENCO). She is responsible for the day-to-day operation of this policy and reports directly to the Head of School in this regard. This includes:

- overseeing day to day operation of the school's SEND policy;
- liaison with and advising class teachers;

- managing, supporting and appraising SEND support staff;
- co-ordinating provision for children with SEND;
- maintaining the SEND Register and records for all children with SEND;
- liaison with parents, where necessary, with or without the class teacher;
- contributing to staff training and CPD; and
- liaison with external agencies and support services.

THE ROLE OF THE GOVERNING BODY

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body determines that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head of School reports the outcome of the review to the full governing body.

The governing body currently funds dedicated time for the designated SENCo for one day each week from the school's teaching budget. This is in line with the recommendations detailed in the Code of Practice for Special Educational Needs (COP) (DfES, 2014).

OUR SETTING

St Louis Academy supports children from a wide geographical area and a broad socio-economic background. It is located in attractive grounds near the centre of Newmarket. The proportion of pupils known to be eligible for free school meals is below average. The proportion of children with special educational needs and/or disabilities is below average; their needs include difficulties relating to four areas of need identified in the SEND Code of Practice (2014):

- Communication and interaction;

- Cognition and learning;
- Social, mental and emotional health; and
- Sensory and/or physical need

A very small minority of children have an Education, Health and Care Plan.

An increasing number of children speak English as an additional language and an above average proportion come from minority ethnic backgrounds. The school provides a fully extended service to parents, carers and the community through an on-site breakfast and after-school club five days per week.

The school currently admits children from age 3 to 11 (Nursery to Year 6). There are approximately 350 children on roll, based on an annual maximum intake of 45 children. The school prides itself on its Catholicity and supporting everyone in the school community as an individual created in God's likeness. St. Louis is blessed with very strong support from parents who contribute enthusiastically and effectively to our school community.

Part of the school building is the original Victorian convent of the Sisters of St Louis and has four levels. Several adaptations have been added to the ground floor, including a disabled toilet and a ramp together with Disability Discrimination Act (DDA) approved hand rails and disabled parking space to the front of the building. There is currently ramp access to the Foundation Stage 1 class.

There is a further building that accommodates Foundation Stage 2 and KS1 classrooms, the school gym/dining hall and catering kitchens. This building is equipped with automatically-opening external and internal doors, widened door access and key-operated lift access to the upper floor and meets the requirements of the Disability and Equality Act 2010. Please refer to the school's Accessibility Plan for further details.

ENTITLEMENT TO PARTNERSHIP

The success of any provision for children with Special Educational Needs or Disability is dependent on the early and effective assessment of their individual needs, and the greatest possible degree of partnership between school, parents, the LA and other external agencies which may offer additional expertise in supporting the child.

It is the principle of this Policy that parents, or those with parental responsibility, will be encouraged to exercise their right to express their opinions and concerns and to participate in decision-making about provision to meet the identified Special Educational Needs or Disability of their child/ren. The views of the child must always be sought and taken into consideration in an age appropriate manner.

We seek to involve parents/carers from the earliest stages of concern about a child's progress or development. Initial involvement will be of a relatively informal, verbal nature through liaison between the class teacher and the parents/carers. A more formal identification approach begins if a child demonstrates significantly greater difficulty in learning than the majority of others at the same

age despite appropriate support having been put in place and evaluated through small group intervention work.

All teaching staff at St Louis will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. All teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that St Louis Academy meets the needs of all children, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all.

OBJECTIVES

At St Louis Catholic Academy we intend that:

- the curriculum is followed by all children at a level appropriate to their individual needs;
- a child's needs should be identified as early as possible, using agreed and appropriate procedures, and monitored over time;
- children will be supported as follows:
 - High quality first teaching in the context of a whole class environment.
 - Participation in targeted interventions in smaller groups.
 - Specific targeted interventions for individual pupils.
- external agencies are contacted to make assessments and offer guidance regarding supportive provision as necessary;
- parents/carers will be consulted at each stage and their views and contribution will be encouraged, welcomed and respected; and
- the wishes and views of the child will be sought in the light of his/her age and understanding.

ADMISSION ARRANGEMENTS

Admission arrangements are in accordance with the school's current Admission Policy. According to our admissions policy, "*The Governors are required to admit children who have an Education, Health and Care Plan which names St Louis Academy as the school appropriate to their needs*". The Head and Governors will make every reasonable effort where possible to accommodate and provide for the specific requirements of a child with SEND. Every decision regarding a child with special educational

needs and/or disability will only be made on the basis of the best interests of the child concerned and the ability of the school to serve those interests.

AFTER ADMISSION TO ST LOUIS CATHOLIC ACADEMY

The process of identification and assessment of children with SEND follows an enhanced approach based on the requirements of the Code of Practice for Special Educational Needs (DfE, 2014):

- i) **Quality First Teaching** – the needs of the majority of children will be met through whole class teaching that is of a high quality and is differentiated to enable children to access the curriculum at an appropriate level in a whole class environment.
- ii) **Small Group Interventions** – the school uses a wide range of interventions to enable children who have not made expected progress in any particular area of learning to address this. All interventions are recorded and monitored using provision mapping, a tool that enables staff to ensure that any intervention has been effective and to produce reports of progress made.
- iii) **School Support** – it may be necessary to provide additional support at an individual level to enable a child to make the progress that is expected from their starting point. If this is the case, an individualised plan may be written to identify specific targets for progress. The Plan will set targets for the child and will detail:
 - the short-term targets set for the child;
 - the teaching strategies to be used;
 - the provision to be put in place; and
 - when and how the targets are to be reviewed and evaluated.

The Plan will be reviewed by the class teacher, child and parents/carers on at least a termly basis and the outcomes will be recorded and shared with the SENCo, who will evaluate the provision and give guidance to the class teacher as appropriate. The parents/carers and children (according to their age and abilities) will be invited to take part in the target setting and review process; the parents/carers **must** be given the opportunity to sign all plans and review documents and given copies of the same for their own records.

Support plans are used for a small minority of children in accordance with the revised and updated SENDCOP (2014). The additional needs of most children will be recorded and monitored using provision mapping.

- v) Most children with Special Educational Needs will make effective progress with the additional targets, support and expertise made available by the School. However, in a small number of cases, further intervention and support from external agencies will be needed for children who require School Support.

Referrals will be made for a child who:

- has not made adequate progress despite the additional support received;
 - has not achieved specific and appropriate targets on the Support Plan;
 - requires specialist interventions and /or an increased level of support;
 - has social, mental and emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
 - has sensory or physical needs and requires additional specialist or regular advice or visits by a specialist service; or
 - has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- vi) **Education, Health and Care Plan** - in a small number of cases, where a child demonstrates SEND at a complex or severe level, and is consequently unable to make adequate progress, a statutory assessment for an Education, Health and Care Plan may support the child's needs more effectively.

In consultation with parents, specialist advice is sought from external agencies and the School will submit an Educational Setting Education Health and Care Needs Assessment Referral/Advice Form which will detail the child's current needs and provision for those needs to date. If the Local Authority Panel is satisfied that the child's needs cannot be met from measures or resources available in school, an Education, Health and Care Plan will be made, and arrangements put in place for monitoring and review. Parental/carer views are taken into account before the Plan is issued. The Responsible Person (Head of School) is notified by the LA of their decision. A review of the EHCP is held at least annually, co-ordinated by the SENCo and aims to involve all those involved in the child's care and education.

PARENTAL CONCERNS AROUND PROVISION

Any complaints about provision for children with SEND should initially be dealt with informally, with the child's class teacher. Should this not resolve the concern, parents and carers are able to make an appointment to see the SENCo to further discuss their concerns in a collaborative manner focused around the child's needs. The SENCo can be contacted via telephone, written letter or e-mail (senco@stlouisacademy.co.uk).

Should any concerns remain unresolved after such a meeting, the SENCo will recommend the parents meet informally with the Head of School. If the concerns cannot be subsequently resolved to the parents' or carers' satisfaction, then the formal complaints procedure outlined in the school prospectus will be followed.

RESOURCES

The resources for support of Special Educational Needs include staff and materials, funded by school budget and any special provision for children with EHCPs, as well as any delegated funds specifically for this purpose.

Funding for every child in school is currently obtained through block funding, which is topped up with additional funds for children who are considered to have a high level of additional need. This is provided through High Needs Funding, which is applied for retrospectively each term for individuals.

Staffing aims to include, as well as class teachers and designated Teaching Assistants (TAs), some hours from specialist teaching, advisory teachers, educational psychologist support, welfare, teachers of visually/hearing impaired children, and specialists in specific learning difficulties.

A detailed register of children who have medical needs is maintained. Regular training is undertaken regarding specific medical conditions affecting individual children so that trained staff can manage medical situations if the need arises. If a child requires personal hygiene care this will be managed by an authorised member of staff.

LINKS WITH EXTERNAL AGENCIES

A wide variety of agencies can usefully contribute to the assessment and monitoring of children with Special Educational Needs. These may include:

- Child Development Centre/Consultant paediatricians (CDC);
- Specialist Education Service (SES);
- Common Assessment Framework/Team Around a Child (CAF/TAC);
- Equality & Minority Ethnic Attainment Advisory Team (EMEA);
- Educational Psychologist (EP);
- Family Support Worker Team (FSW);
- First Base PRU/Mill Meadow PRU (for children with social, mental and emotional difficulties);
- Health and Welfare Officers (including School Nursing);
- Hearing Impairment Service (Cambridgeshire County Council);
- Hearing Impairment Service, Suffolk County Council (HIS);
- Occupational therapist;
- Physiotherapist;
- Outreach support from special schools;

- Social Services (SS);
- Speech Therapist/language development specialist (SALT); and
- Visual Impairment Service, Suffolk County Council (VIS).

CHILDREN'S TRANSFER TO SECONDARY SCHOOL

The SENCo/Year 6 teachers will meet with the SENCos from the secondary schools to discuss the needs of all children who have been identified and supported for SEND during their time at St Louis. If an Education, Health and Care Plan has been issued for a child, the provision is automatically transferred to the receiving school.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) ARRANGEMENTS

CPD focusing on specific areas of Special Educational Needs will be planned as need is identified by the SENCo. The SENCo may lead the necessary CPD sessions in school or may call on external agencies to do this in consultation with the Head of School. In addition, staff will link with local pyramid activities as appropriate.

MONITORING, REPORTING AND EVALUATION OF SEND PROVISION

This will enable Governors to judge the effectiveness of all aspects of the policy in practice and will be formed by an annual Special Educational Needs and Disability report to governors and SEND self-evaluation.

Insight tracking, PiXL and Edukey Provision Mapping software will be used by the SENCo to monitor the effectiveness of SEN provision across the school and to provide data reports to the Governing Body.

The school benchmarks itself against DfE statistics on an annual basis to identify any trends in our provision against the national picture.

MENTAL HEALTH

‘Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community’. (World Health Organisation)

At St Louis, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. As a school we aim to:

- promote positive mental health in all staff and students;

- increase understanding and awareness of common mental health issues;
- alert staff to early warning signs of mental ill health;
- provide support to staff working with young people with mental health issues; and
- provide support to students suffering mental ill health and their peers and parents/carers.

We support children at St Louis by:

- teaching them about mental health and mental wellbeing through our PSHE curriculum (this is differentiated across the year groups);
- offering support from trained mental health leader and mental health first aiders, and;
- offering Drawing and Talking therapy with a qualified practitioner.

COVID-19

An assessment of the number of pupils with EHC plans returning has been completed and arrangements are in place to keep them and the adults with whom they will be working, safe (DfE guidance on children with SEND [here](#) and guidance on risk assessments [here](#))

An assessment of the number of vulnerable pupils has been completed and appropriate support is in place for them (DfE guidance on supporting vulnerable pupils [here](#))

An audit of wider family services supporting mental health, bereavement, domestic violence etc. has been completed in order to be able to signpost/refer families where required (Public Health England has published [guidance on supporting children and young people's mental health](#), [Every Mind Matters](#) and [advice for groups with specific mental health needs](#))

Review

This policy statement will be next reviewed in December 2022

Reviewed by Karen Bryan (SENCo), December 2021

List of Acronyms used in this document

ASD	Autistic Spectrum Disorder
BPVS	British Picture Vocabulary Scale
CAF	Common Assessment Framework
CDC	Child Development Centre
CISS	County Inclusive Support Service (Suffolk County Council)
COP	Code of Practice for Special Educational Needs (2001)
CPD	Continuing Professional Development
DINS	Diagnostic Interviews in Number Sense
EHCP	Education, Health and Care Plan
EMEA	Equality & Minority Ethnic Attainment Advisory Team (Suffolk County Council)
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSW	Family Support Worker
HIS	Hearing Impairment Service, Suffolk County Council
IBP	Individual Behaviour Plan
IRC	Initial Record of Concern
LA	Local Authority
LSA	Learning Support Assistant
OT	Occupational Therapist
PMW	Provision Map Writer (Blue Hills Software)
PRU	Pupil Referral Unit (e.g. First Base / Mill Meadow)
PT	Physiotherapist
QFT	Quality First Teaching
SALT	Speech and Language Therapy Services
SEND	Special Educational Needs or Disability
SENCo	Special Educational Needs Co-ordinator
SIMS	Schools Information Management Services
SNAP	Special Needs Assessment Profile
SS	Social Services

TAC	Team Around a Child (CAF)
VIS	Visual Impairment Service (Suffolk County Council)

References

Disability and Equalities Act 2010

St Louis Catholic Academy- Accessibility Plan

St Louis Catholic Academy - Admissions Policy

St Louis Catholic Academy - Prospectus: complaints procedure

National Curriculum for England, DfE (2014)

Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (2014)