

03.07 SEND AND LEARNING SUPPORT POLICY

INTRODUCTION

Saint Ronan's is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the school's educational provision.
- Not treating disabled pupils less favourably than their peers.
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities.
- Ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

Guiding Principles

This policy has been formulated with regard to the SEND Code of Practice: 0 to 25 Years 2020, the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2015.

- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the SEND Code of Practice: 0 to 25 years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan)

We are also mindful of the Special Educational Needs and Disability (SEND) and Alternative Provision (AP) Improvement Plan, published in March 2022.

Terms:

SEN refers to a Special Educational Need. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the SEND Code of Practice 'a child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

- a) Have a **significantly** greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

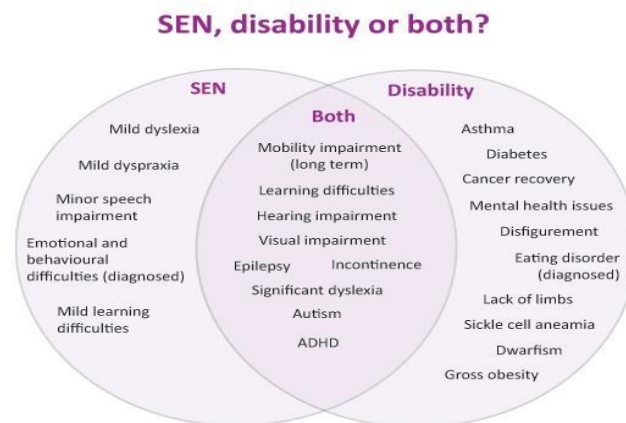
Taken from SEND Code of Practice: 0-25 Years Section 20

SEND refers to an additional or special educational need or a need arising from a disability that requires service **additional** to that which is normally offered in school.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school’s support for those children whose first language is not English is set out in the school’s EAL Policy.

DISABILITY: A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-do-day activities (as defined by the Equality Act 2010).

Children who have special educational needs (SEN) do not necessarily have a disability, and some disabled children do not have SEN. There is a lot of overlap between the two groups though. Please see Venn diagram below:



Objectives

- To identify barriers to learning and participation for pupils with SEND and those who require learning support. (see also curriculum and assessment policies).
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the governing body to enable them to fulfill their monitoring role with regard to the policy statement for children having learning support and children with SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Educational Inclusion

In our school we aim to offer excellence and choice for all our children, whatever their ability or needs. We have high expectations of all our children. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teacher's respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Responsibilities and Resources

The Special Needs and/or Disabilities Co-ordinator (SENDCO), in collaboration with the Early Years and Pre-Prep Learning Support Coordinator, Headmaster and Governing Body, takes responsibility for the operation of the SEND/learning support policy and co-ordination of special needs provision,

working closely with staff, parents and carers, and other agencies. The SENDCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND. Lucy Taggart currently holds this post. Her responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the school, together with the Head and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the school to support their child's SEN and disability
- liaising with the school nurse, external professionals and agencies, as appropriate
- ensuring that the school keeps records of all pupils with SEND up to date.

The school monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEND provision in the EYFS is Tee Aitken. She or the class teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

The School's Learning Support Department consists of five part-time learning support teachers.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise).

The Headmaster has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and those having learning support. The Headmaster works closely with the SENDCO and keeps the Governing Body fully informed of SEND/learning support issues.

The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice. The SEND Governor for this school is Julie Lowe.

Facilities for Pupils with Special Educational Needs

The school is a building with many steps and stairs. There is, however disabled access in The Harris Building and disabled lavatories. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2020 in terms of admitting pupils with disabilities.

A copy of the School's Accessibility Plan is made available to all parties via the school's website. In addition, it can be provided upon request by writing to the Headmaster. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

All members of the school community, including pupils, are obliged to inform the school of any disability they have.

The Equality and Inclusion Policy, the Accessibility Plan, the Safeguarding Policy, the EAL policy and the Curriculum Policy should be read in conjunction with this policy.

Identification, Assessment and Review

The school's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The school regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the school reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the school will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

The school may recommend parents obtain a formal assessment of their child (such as an educational psychologist, specialist teacher or paediatrician assessment), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, we encourage them to provide the school with copies of all advice and reports so we can support their child in line with the recommendations.

If there are significant emerging concerns, or identified SEN or disability, the school will take reasonable action to put appropriate special educational provision in place taking into account any advice from specialists. All 1-1 support lessons are chargeable to parents. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

The school follows the SEND Code of Practice 2020: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- **Assess:** the class teacher/key worker and SENDCO should clearly analyse a pupil's needs before identifying a child as needing learning support. The School will carry out an analysis of the child's needs so that support can be matched to need. Cognitive Ability Tests, internal assessments, outcome of examinations, school reports and consultation with teachers will form the basis of the assessment process. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed (social, behavioural or educational). Any specialist advice received will be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, the teacher and the SENDCO (or Pre-Prep SENDCO) will agree **in consultation with parents** and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place.
- **Do:** Teachers will work closely with the SENDCO/Pre-Prep SENDCO and Learning Support teachers to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child. The class or subject teacher/key worker should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents. Teachers, working with the SENDCO and Learning Support teachers will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The school has a system whereby any member of staff can raise concerns/issues with the class/form teacher, SENDCO or Head about a child with a potential SEND or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data eg relevant family/medical history, entry level profile/progress reports/ foundation stage profiles, teacher assessments, screening Tests, reading/spelling tests; a range of diagnostic tests are used as appropriate.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on a Learning Support Register/Whole School Provision Map.

Learning Support

If 1-1 Learning support is deemed necessary and lessons are put in place (in agreement with parents), an INDIVIDUAL PUPIL PROFILE is drawn up in consultation with teachers/learning support teachers. Advice may be sought from external agencies to inform effective intervention. The format allows for

close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. The Individual Pupil Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCO. An IPP may also be drawn up in the Pre-Prep if specific strategies need to be implemented in the classroom, irrespective of whether the child has 1-1 learning support lessons.

Four Categories of SEN- Broad Areas of Need

1. ***Communication and Interaction***, including:

- SLCN (Speech, Language and Communication Needs)
- ASD

2. ***Cognition and Learning***; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties- where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties- where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. ***Social, Emotional and Mental Health Difficulties***. They include:

- Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

For children with SEMH needs we deal sensitively with the form tutors and advise as and when appropriate monitoring should take place. AS tracking takes place twice a year (Y3-Y8).

4. ***Sensory and/or Physical Needs***, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the school before exercising this right. The school will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The school does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Review Meetings

Review meetings are held twice a year for all pupils on the Learning Support/SEND register. In the autumn term the learning support teachers liaise with the Maths and English teachers (in the Nursery and Pre-Prep the class teachers/key workers) to discuss individual children's progress in the classroom and in their 1-1 lessons. The learning support teachers endeavour to support the children in their learning in the classroom through assisting in their access to the curriculum, at the same time, working on developing underlying skills. In the summer term the learning support teachers meet individually online with all parents of children who receive learning support at Saint Ronan's. Progress is discussed and targets are set for the forthcoming academic year.

For pupils with a Statement of Special Educational Need or an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC Plan. A copy of the review report is sent to all invitees, including parents/carers, and the SEND Team.

For children issued with an EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEND Team will be involved as well as any other external agencies.

The SEND and Learning Support Registers

The register/whole school provision map is updated termly to take into account summative assessment results. Subject teachers and class teachers who wish to nominate additional pupils to be placed on the Learning Support register/provision map will provide the following evidence to the SENDCO:

- Results from any curriculum tests
- Results from observations in the Early Years
- Evidence of strategies already in place
- Levels at which each the child is working at/towards
- Other relevant information e.g. medical, family circumstances, etc
- Overall teacher assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Curriculum

Pupils have access to a broad and balanced curriculum.

To enable access to the curriculum for pupils with SEND, the school provides, e.g.

- Specialist teachers (paid for by parents)
- Teaching assistants (Year 3 and the Pre-Prep)
- Intervention resources
- Specialist equipment

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support Agencies include:

- The Educational Psychology Service
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- The SEND Team
- The School Nurse

The school will also seek support from voluntary and private agencies as required.

Liaison With Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the SEND Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the Learning Support Register and 1-1 lessons are to be recommended, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- In terms of an Annual Review, parents' comments and opinions are sought in the annual review meetings in the summer term.

Consulting Young People with SEND

Children's views will be sought and taken into account during the review process and at other key times throughout the year.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Admissions

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment.

The school will treat every application from an SEN and disabled pupil in a fair, open-minded way.

Parents of children with disabilities, SEND or learning difficulties are advised to share their child's educational psychologist's report, a specialist teacher report or a paediatrician report. Before an offer of a place is made, the school will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The school will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy applies equally to all prospective pupils and details how the school supports those applicants with SEN and/or a disability.

Bullying and Behavioural Issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The school recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The school recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Access Arrangements for exams

Children may be eligible for access arrangements in school exams such additional time and/or modified provision. This must be in line with their normal way of working.

Review

The school will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Review Framework

Lucy Taggart

2021

Reviewed: September 2024

Revised: January 2025

To be reviewed: September 2025