

# ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL



## SEND Policy

<b>Written by</b>	<b>Date</b>	<b>Ratified by</b>	<b>Date</b>
C. Morris	October 2025	Governors	October 2025

<b>To be reviewed</b>	<b>Annually</b>	<b>Every 3 Years</b>
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<b>Reviewed on</b>	<b>Reviewed by</b>	<b>Next review date</b>
October 2025	C. Morris	October 2028

*With Jesus alive in our heart, we celebrate each other and learn together as a family.*

## Introduction

At St. Helen's Catholic Infant and Nursery School we are committed to the academic and personal development of all pupils whatever their race, nationality, disability, gender, sexuality, or ability. We will use our best endeavours to ensure all pupils, including those with SEND, have access to a broad and balanced curriculum and teachers set high expectations for every pupil, whatever their prior attainment. We create a happy, caring community where we all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. Within this policy, Special Educational Needs and Disabilities is 'SEND' and the Special Educational Needs Coordinator is 'SENCo'

### St. Helen's Catholic Infant and Nursery School Inclusion

Our vision is driven through a passion and commitment to include everyone. SEND pupils, like all pupils, are entitled to a broad, balanced curriculum adapted to suit their particular needs, following National Curriculum requirements. We are passionate about removing barriers to learning wherever possible and making reasonable adjustments to allow inclusive practice at every level so that every student reaches their full potential.

#### 1) Aims of the Special Educational Needs and Disability Policy

At our school, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school
- Providing a safe and supportive environment
- Ensuring they have equal access to high quality teaching and learning which takes into account their individual needs
- Ensuring they maximise their progress and achievements to reach their full potential
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development

#### 2) Objectives

- To work within the statutory guidance of the SEND Code of Practice 2015
- To seek to identify the needs of pupils with SEND and additional needs at the earliest opportunity
- To monitor the progress of pupils with SEND and additional needs using an 'Assess, Plan, Do, Review' structure
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Curriculum
- To provide CPD, support and advice to staff working with pupils with SEND
- To work closely with outside agencies to support pupils with SEND
- To work closely with parents / carers of pupils with SEND

#### 3) Definitions

A child or young person may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap with their peers
- Widens the attainment gap

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice 0 – 25, 2015)

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. Here at St. Helen's Catholic Infant and Nursery School we recognise that early support and identification is essential in supporting any pupil.

#### 4) Identification of Needs

At St. Helen's Catholic Infant and Nursery School we are committed to the early identification of SEND in order to provide intervention and support improving the long-term outcomes for the child. This identification is embedded in the whole school monitoring of progress and development of all pupils.

The SEND Code of Practice (January 2015) identifies four broad areas of need:

- Communication and interaction including Speech and Language difficulties and Autistic Spectrum Disorders (ASD)
- Cognition and learning including specific learning difficulties e.g. dyslexia
- Social, emotional and mental health difficulties e.g. mental health, including anxiety, depression and ADHD
- Sensory and/or physical needs including hearing, visual or physical disabilities

Individual children often have needs in more than one area and can change over time therefore we ensure that our detailed assessments of pupils identify the full range of needs. The support provided following this will be based on a full understanding of the pupil's particular strengths and needs.

#### **The Graduated Approach to SEND Support**

The school adopts a graduated response to meeting SEN in line with the SEND Code of Practice 2015. Further information is available through the Essex County Council's SEND Local Offer.

Through on-going teacher assessment and pupil progress meetings with the assessment leader identification of pupils making less than expected progress given their age and individual circumstances takes place. The first response is **high quality targeted teaching**. (See Ordinarily Available: Inclusive Teaching Framework for more information about top tier practice)

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. They will also refer to the second-tier guidance sections in Ordinarily Available: Inclusive Teaching Framework for support. All the information gathered about the pupil's progress and needs, alongside the view of the parents/carer will be considered. If appropriate, new strategies will be put in place, and the child's progress will be monitored for 6 weeks. If the pupil then requires support which is *different from or additional to* what is ordinarily provided by the school then the pupil will be placed on the SEN register at SEN Support. The school will then seek to remove the barriers to learning and put effective special educational provision in place. With parental permission the school may seek advice from external agencies on how best to support the pupil.

## **The Assess, Plan, Do, Review Cycle**

All pupils, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching (QFT), where teachers plan appropriate learning outcomes for the pupils in their care. Where it is determined that a pupil does have SEND the support provided consists of a four-part process following the Assess, Plan, Do, Review cycle. This ongoing cycle enables the provision for individual pupils to be refined and revised as the understanding of their individual needs grows.

- **Assess**

In identifying a pupil as needing SEN support the class teacher, working with the SENCo, carries out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

The school takes seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCo will contact them if the parents agree.

- **Plan**

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although they would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will follow a person-centred approach, in order to ensure the views of parent and the pupil are at the centre of all planning for any adjustments, interventions and support to be put in place. The expected impact on progress, development or behaviour is discussed, along with a clear date for review. This will form the pupil's One Plan.

All teachers and Learning Support Assistants (LSAs) who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's tracking system. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

- **Do**

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any LSA or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further

assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- **Review**

If a pupil is receiving SEND support, it is important to monitor the progress of any chosen outcomes, to see whether any interventions that have been put in place have had an impact on learning. The effectiveness of the support and their impact on the pupil's progress is reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This will form the updated One Plan.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Education Health and Care Plans**

For a few pupils, the help given by the school will not be enough for them to make good progress and it may become necessary to make a request to the local authority for Statutory Assessment. St. Helen's Catholic Infant and Nursery School works closely with the local authority to ensure that pupils receive the correct level of support and funding. Where a request is made for Statutory Assessment, the student will have demonstrated significant cause for concern. The parent/ carer or the school can make a request for a Statutory Assessment

The LA will then liaise closely with parents, the school and other agencies in considering, and if necessary, conducting an assessment. This assessment may lead to an Educational Health Care Plan (EHCP) being issued or the LA may indicate ways in which the school can meet the child's needs without this being necessary.

The class teacher, SENCo, Inclusion Partner, Educational Psychologist and other support agencies plan strategies to support the pupil's progress and attainment and an EHCP is written outlining the outcomes. The outcomes and provision on the EHCP is reviewed with parents and the child, and as appropriate, health and care professionals. An LA review is completed on an annual basis.

The time frame for the whole process, from the point when a statutory assessment is requested until the final decision is issued is approximately 20 weeks. The outcome will be either to issue or not to issue an EHCP. If the local authority agrees, generally, a Multi-Agency Meeting will be arranged and an EHCP is drawn up in consultation with all parties.

The school, additional professionals (e.g. via an Educational Psychologist's report), the family and the pupil will be fully involved in this process.

Further details regarding EHCP assessments and statements of SEN can be found in Chapter 9 of the 'Education Health and Care needs assessments and plans' in the SEND Code of Practice (January 2015).

### **Additional Support/Specialist Services**

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, we involve specialists. These external support services play an important part in helping the school to identify, assess and make provision for pupils with SEND. They will provide advice, support and resources in response to the identified need. The pupil's parents/carers will be informed of any decision to involve specialists and consent may be required. Such specialist services include:

- Educational Psychologist (EP)

- Inclusion Partner from the Local Authority
- Speech and language therapists (SALT)
- Occupational therapists (O.T)
- Physiotherapists
- Social care
- Community paediatrician
- School nurse
- Home School Liaison worker
- Counselling (via Brentwood Catholic Children’s Society)
- Specialist provision
- EWMHS

The class teacher, SENCo, any specialists involved, and the pupil’s parents, will consider effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress.

### **Supporting Pupils and Families**

We appreciate and encourage support from parents in their child’s education and firmly believe that home and school should work in partnership. We have an “open door” approach where parents are encouraged to maintain close communication links with school staff.

For all SEND pupils, discussion about pupil progress will take place via the termly One Planning review meeting with a written report in the summer – which may be discussed face to face with the teacher if appropriate. One Planning meetings take place with the class teacher and/or SENCo – to discuss pupil progress and targets. Assessment data on pupil progress is shared, and where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.

In line with the Code of Practice, class teachers are responsible and accountable for the progress and development of all pupils in their class and parents should contact the class teacher initially if they have any concerns.

Parents may have the opportunity to meet face to face with a variety of professionals such as Educational Psychologists, Speech and Language Therapists etc. when involved with their child’s education. The Head Teacher/SENCo are able to signpost parents to various support services as appropriate.

The SENCo reports to the Governing Body once a year in detail. At other times the SENCo reports to the Governing Body at their request or as matters arise, and parent feedback is welcomed.

Relevant policies are available from the school website – paper copies can be obtained on request via the school office. The school accessibility plan and budget are reviewed regularly to ensure the school building is fully accessible and well maintained.

### **Arrangements for Supporting Pupils Transferring between Stages of Education**

Pre–school: The SENCo and relevant staff visit pre –school settings of children with additional needs and liaise with key workers and other relevant professionals to prepare for and support a smooth transition.

Reception to Year 1: Teachers prepare for the transition of pupils to Year 1 at an appropriate point at the end of Reception. Thereafter, at the end of each year there is a dedicated SEND transition meeting between existing teachers and the next year group teachers, with a full transition programme for pupils.

Year 2 to Year 3: SENCOs and key staff from the named junior school visit the school to discuss pupil needs. They are also invited to attend Year 2 Annual Reviews/One Plan meetings. Some junior schools arrange additional transition visits for pupils with SEND. The SENCo works with named junior schools to provide transition programmes

for Year 2 SEND pupils, and copies of essential paperwork are transferred to the school in the summer term, prior to the child leaving.

Information regarding the special educational needs of Looked After children is reported to the placing Local Authority on a termly basis.

### **Supporting Pupils with Medical Needs**

In line with section 100 of the Children and Families Act (2014), the school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school will consider what reasonable adjustments will need to be made for them, taking suitable specialist advice.

Specific staff have training to support particular medical needs. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

It is important that teachers consult with health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

### **Monitoring and Evaluation**

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work, namely the quality of education provided for and the achievements of pupils with SEND.

The Governing Body, Senior Leadership Team (SLT) and the SENCo are responsible for monitoring and evaluating the effectiveness of SEN provision by:

- Reviewing planning across the school to monitor provision for pupils with SEND and ensuring access to the full curriculum
- Lesson observation by the SLT
- Establishing the views of parents, pupils and staff
- Termly pupil progress meetings
- Data analysis e.g. analysis of the attainment and achievement of different groups of pupils with SEND
- Meetings between the SENCo and the SEND Governor
- Reporting to the Governors at least annually
- Analysis of provision maps
- Progress towards achieving the targets on the SEND Action Plan

### **Training and Resources**

The school keeps staff up to date with relevant training and developments in relations to pupils with SEND. The SENCo will respond to any changes in SEND Policy, locally and nationally, and disseminate this information appropriately.

The SENCo will provide leadership and professional guidance to colleagues and will work closely with staff, parents/carers and other agencies to ensure that children with SEND receive appropriate support and high quality teaching. The SENCo and other staff attend external training opportunities as well as any internal continued professional development (CPD) taking place. The SENCo attends the LA's Update Meetings and Cluster Meetings, and has undertaken the required training to achieve the National SENCo award.

### **Funding**

Schools have funding (currently up to £6,000 per child) within their overall budget to provide high quality appropriate support. Additional support will require additional core funding, in which case an assessment of Educational, Health and Care Needs will be undertaken by the local Authority and an EHC Plan will be provided, if

agreed. The SEN budget is used to partly fund the deployment of LSAs, to purchase and deploy equipment and resources and to assist in the continued professional development of LSAs/teachers.

**Monitoring and Evaluation of the policy**

The Head Teacher is responsible for monitoring the effectiveness of the policy by in-school monitoring such as learning walks. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.