



**ST THOMAS
MORE**
VC ACADEMY

SEN and Inclusion Policy

Approved by:	Directors	Date: November 2021
Last reviewed on:	November 2022	
Next review due by:	November 2023	

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1. Aims

Our SEN and Inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To ensure that pupils with SEND have the maximum opportunity to attain and achieve and become confident individuals leading fulfilling lives
- To ensure that parents and young people are notified when SEND provision is being made, and that parents and the young people are involved in the SEND process.

This policy should be read in conjunction with the School Information Report and the LA Local Offer.

2. Legislation and guidance

This policy and information report 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.
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Rachel Hutcherson.

They will:

- Work with the head of school, SEN Strategic lead and the link Trust director to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN director

The SEN director will:

- Help to raise awareness of SEN issues at trust board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the schools and update the trust board on this
- Work with the head of schools and SENCOs to determine the strategic development of the SEN policy and provision in the schools

4.3 The Head of School

The head of school will:

- Work with the SENCO and SEN director to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring provision from an EHCP is in place, assessed and reviewed in quality first teaching
- Ensuring children's individual targets are assessed, planned and reviewed in quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

“Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (from Code of Practice 2014)

5. SEN and disabilities for which provision is made

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

For further information on how the school meets the needs of these children please refer to the schools' SEN Information Report

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap
- Social and emotional needs have an adverse effect on academic progress
- Is affected by their communication and interaction with adults and their peer

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in an

area of learning the school can quickly identify the need for additional support. This is then be discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate who will contact you if applicable to further discuss your concerns.

St Thomas More VC Academy has a clear referral process to help children with additional needs. This could be at any point throughout the year. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Following any cause for concern, pupils who are not making progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, Northcott Outreach, Whitehouse Outreach and the Speech and Language Therapy Service.

Liaison with pupils and parents/carers ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a child is identified as having SEND, school will take action to remove any barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the *Graduated Response*

- Assess • Plan • Do • Review

The trust pupil passport should be used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEN reviews, which are carried out termly.

Information is gathered from teaching staff and pastoral teams by the SENCO to ensure a clear analysis of the pupil's needs can be carried out. This will draw on:

- The teachers' assessments and experiences of the pupil

- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from ages 0-25. For example: Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process, or the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. We recommend that at this stage parent/carers visit appropriate schools or colleges at the next Key Stage to help an informed choice to be made. The local authority SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. In addition, other consideration will also be given to the use of social stories, transition and early transition, as these can help to support children and prevent vulnerability during their transition.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The class teacher and SENCo will work closely with transition leads and/or colleagues from receiving schools to ensure there is careful induction and accurate information sharing.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

This will be differentiated for individual pupils. The approach to teaching children with special educational needs varies, dependent upon the need of the particular

child. High quality first teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

Regular INSET training is delivered to teaching staff to ensure all area confident in supporting all pupils with SEN in their classroom and that effective strategies for personalised support can be deployed consistently.

In addition to the aforementioned training and quality first teaching, we provide the following support for pupils with SEN:

- In class support, where the teacher or Teaching Assistant (TA) may support one or more children to understand the content of the lesson
- Small group withdrawal, where a member of staff may deliver a short- term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Support within the classroom within quality first teaching.
- Particularly vulnerable children take part in a nurture group/ELSA for a percentage of time, possibly through withdrawal and or more ad hoc support during break and lunchtimes
- Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups

For further information specific to the school see the school's SEND Information Report

5.7 Adaptations to the curriculum and learning environment

Our engaging, sequenced and tailored curriculum reflects the needs and interests of our school community at St Thomas More. Our careful sequencing and progression ensures pupils build on prior knowledge to ensure long-term learning takes place. Where additional support is needed, all teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.

Clear scaffolding and support is planned for groups and individuals daily according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or visuals to support them to understand new vocabulary. In addition, groups, also called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. The curriculum is adapted for pupils when necessary, either through support, scaffolding, differentiated learning challenges, adaptations to furniture or classroom environment.

Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as identified through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position) All children with identified Dyslexia will also follow a daily support programme using one of the following schemes – precision teaching, reading fluency or phonological awareness programme.

Pupils with ASD (Autism/Aspergers) will be provided with a quiet learning space for 1:1 learning activities. This may be within the classroom or elsewhere to avoid environmental disruptions and provide a quiet space for working.

5.9 Expertise and training of staff

- The Trust has an appointed lead for SEND who is responsible for overseeing and monitoring for SEND needs across the entire Trust. Their role involves training and development of staff.
- As per the Code of Practice, if a newly appointed SENCO has not previously been the SENCO at any school for a total period of more than 12 months, they must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.
- The school has an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff
- Schools across the Trust will seek additional staff training, from outside support agencies when necessary, including outreach and transitional support (see local offer for list of external agencies).
- Staff will also attend training courses provided by either the local authority or the Trust.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- School quality assurance monitoring (e.g. learning walks, lesson visits, book looks) by all subject leaders
- Using pupil questionnaires/pupil voice
- Using parental questionnaires/drop-in sessions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Undertaking a trust SEN review (bi-annually)

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school productions/extra-curricular and enrichment opportunities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of at least two extra-curricular clubs of their choice to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying.
- Significant pastoral support is in place for all students with SEN and these students are a particular focus during the transition phase.
- Tutors are made fully aware of all information regarding pupils with SEN who will be their Personal tutees so that appropriate additional pastoral support can be implemented and appropriate targets set.

- Equality information and objectives
- Safeguarding & Child Protection Policy
- Supporting pupils with medical conditions policy