



Mission Statement

“A Caring Christian Family Where We Grow Together”

SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROCEDURE

Effective Date: 01/04/2017

Review Date: March 25 Annual

Review Date	Signed Head Teacher	Signed Director RCSAT
07/09/2018	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
18/09/2019	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
15/01/2021	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
23/11/2021	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
01/03/2023	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
01/03/2024		

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	
Signed:	Director RCSAT



Signed:

Executive Headteacher RCSAT

1. Introduction

- 1.1. This procedure was developed in collaboration with the Governing Body and reflects the SEND Code of Practice 2014.

2. Aims and Objectives

- 2.1. RCSAT Schools aim to provide an inclusive education and raise the aspirations of, and expectations for all pupils with SEND (Special Educational Need and Disability).
- 2.2. RCSAT schools shall provide a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals, living fulfilling lives and make a successful transition to High school and into adulthood.

3. Objectives

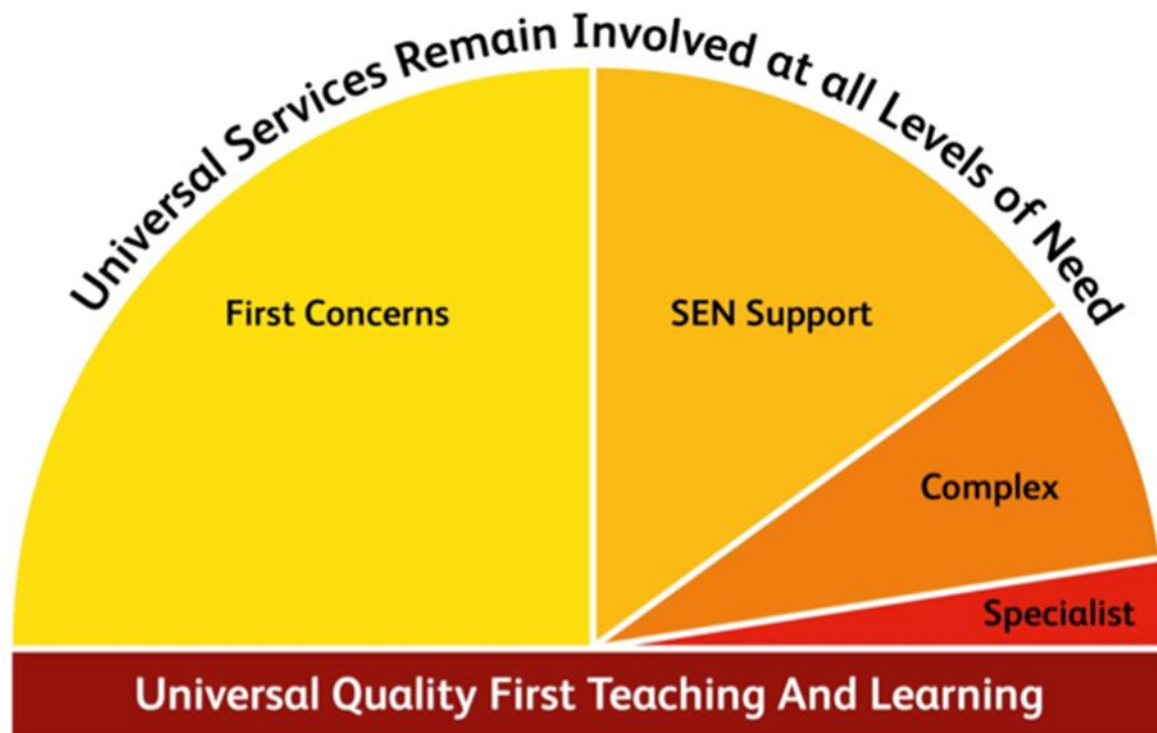
- 3.1. Opportunities shall be provided for every pupil to experience success and to develop an open mind set for learning.
- 3.2. To accurately identify and provide for pupils who have special educational needs or disability or additional needs.
- 3.3. Work within the guidance provided in the SEND Code of Practice, 2014.
- 3.4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy and Procedure.
- 3.5. To provide support and advice for all staff working with special educational needs pupils.
- 3.6. Involve parents/carers in planning and supporting all stages of their child's development.
- 3.7. To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- 3.8. To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that opinion will be taken into account in any matters affecting them.
- 3.9. To ensure staff and governors are accountable for the SEND Policy and Procedure being implemented and maintained.
- 3.10. Use the 'Assess, Plan, Do, Review' method to identify and monitor pupil's progress and needs.

4. Admission Arrangements

- 4.1. The Admissions Policies, for RCSAT schools, follow that of the Local Authority (LA). Allocation of Foundation Stage places is administered by the LA.
- 4.2. Neither a pupil's abilities nor their learning difficulties shall feature in the admission of a pupil, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names the school as the one they should attend.
- 4.3. For details of the Schools Admission Policies, please refer to our admissions policies on the schools' websites.
- 4.4. RCSAT schools comply fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils.
- 4.5. Where a school is oversubscribed, all children shall be admitted in accordance with the published oversubscription criteria.
- 4.6. Where a child is disabled, the school shall make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

5. Identifying Special Educational Needs and Disabilities

- 5.1. RCSAT schools use Cheshire East's SEN Toolkit to support the SEN continuum of need.



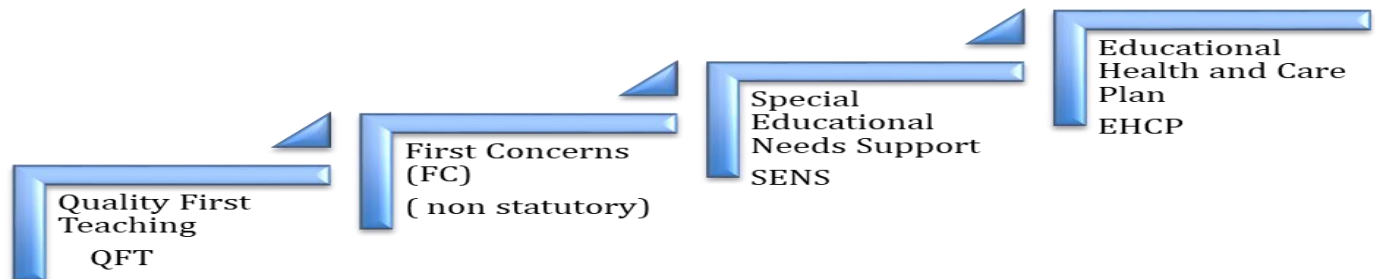
Identifying Special Educational Needs and Disabilities

- 5.2. The Code of Practice (2014) identifies 4 main areas of need:
 - 5.2.1. Cognition and Learning
 - 5.2.2. Communication and Interaction
 - 5.2.3. Emotional, Social and Mental Health
 - 5.2.4. Sensory and/or Physical
- 5.3. These 4 broad areas provide an overview of the range of needs that should be planned for, however individual pupils often have needs that cross several areas and their needs may change over time.
- 5.4. The purpose of identification shall be to work out what action the school needs to take, not to fit a pupil into a category.
- 5.5. At RCSAT schools, we identify the needs of pupils by considering the needs of the whole child and then match the provision accordingly.
- 5.6. Circumstances, which are not classed as SEND, but which may hinder progress and attainment, may include:
 - 5.6.1. Disability
 - 5.6.2. Attendance and Punctuality
 - 5.6.3. Health and Welfare
 - 5.6.4. English as an additional Language (EAL)
 - 5.6.5. Being in receipt of Pupil Premium or Pupil Premium Plus Grant (PP)
 - 5.6.6. Being a Looked After Child(LAC)

5.6.7. Being a pupil of a serviceman/woman

5.6.8. Having behavioral difficulties where an underlying cause has not been identified.

6. A Graduated Approach Response to SEND support



- 6.1.** At RCSAT schools, we use a Graduated Approach Response to support pupils with SEND.
- 6.2.** The Graduated Response will take the form of a 4 part cycle of Assess-Plan-Do-Review.
- 6.3.** All teachers shall be responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Identification of Need-First Concerns

- 6.4.** Regular assessments of a pupil's progress shall be undertaken to allow early identification of pupils who are making less than expected progress given their age and individual circumstances. Parents, pupils or school can initiate First Concerns.
- 6.5.** At RCSAT schools our first response when a pupil is not making the expected progress is to target quality first teaching, which is differentiated to meet their particular need.
- 6.6.** This shall be characterised by progress which:
 - 6.6.1.** Is significantly slower than that of their peers starting from the same baseline
 - 6.6.2.** Fails to match or better the pupil's previous rate of progress
 - 6.6.3.** Fails to close the attainment gap between the pupil and their peers
 - 6.6.4.** Widens the attainment gap.
- 6.7.** Progress shall also include areas other than attainment- for example a pupil may need more support developing social and emotional skills than their peers.
- 6.8.** At RCSAT schools, First Concerns will be recorded as the first step on the Graduated Approach.
 - 6.8.1.** The class teacher is responsible for arranging a First Concerns meeting with the parent/carer. The teacher may seek advice from the SENCo in planning next steps.
 - 6.8.2.** A First Concerns Profile will be completed and actions agreed by all.
 - 6.8.3.** The school will maintain a register of pupils on First Concerns.
 - 6.8.4.** This will be reviewed within 6-8 weeks.
 - 6.8.5.** If less than expected progress has been made, then a second cycle of First Concerns will be completed and agreed by all.
 - 6.8.6.** Following a further review within 6-8 weeks, if difficulties remain then there should be a discussion about moving the child on to Special Educational Needs Support.
 - 6.8.7.** If progress is made, then the First Concerns is closed and the child is removed from the First Concerns Register.

Special Educational Needs Support

- 6.9. If progress continues to be less than expected, then a discussion with parents, listening to the pupil, teacher and with the support of the SENCo, should help to determine the support that is needed and whether adapting the school's core offer can provide it, or whether something different and additional is required.
- 6.10. Where something different and additional is required, the pupil shall be identified as having an SEN and will be recorded on the school SEN register. This will be discussed and agreed with parents.
- 6.11. Where a child is identified and recorded as **SEN Support**, an individual SEN Support Plan will be put in place and developed through discussion with teaching and support staff, parents, pupil, SENCO and Deputy SENCo.
- 6.12. This details a pupil's specific special educational needs, their strengths, barriers to learning or inclusion, long term outcomes and short term outcomes, strategies and interventions which can be used to support them in their learning.
- 6.13. It shall be the class teacher's responsibility to maintain and update the individual SEN Support Plan in discussion with parents, pupils and with the guidance of the SENCO/Deputy SENCo.
- 6.14. RCSAT schools recognise the importance of listening and working cooperatively with parents and pupils. The SEN Support Plans will be reviewed with the parent usually termly, 3 times a year.
- 6.15. This is an extended parents meeting with the class teacher and usually the SENCo/Deputy SENCo.
- 6.16. SEN support shall take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and securing good outcomes. This cycle is known as **Assess, Plan, Do, Review**.
- 6.17. The review shall assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs and plan next steps.
- 6.18. The support shall be revised in light of the pupil's progress and development.
- 6.19. Changes to the support and outcomes shall be made in consultation and discussion with parents, pupil, teacher and SENCo/Deputy SENCo.
- 6.20. With the parents' permission, advice may be sought from other agencies such as the: Speech and Language Therapy Service, Educational Psychologist, Cheshire East Autism Team, Community Paediatrician, Emotionally Healthy Schools Team or CAMHS. Parents shall be informed of this decision formally.

Education, Health and Care Plan

- 6.21. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress and clearly has a long term need, the school shall consider requesting an Education, Health and Care (EHC) Needs Assessment.
- 6.22. To inform their decision about whether an EHC needs assessment is necessary, the Local Authority shall consider evidence that the pupil is not making progress, despite the provision put in place by the school.
- 6.23. The school shall provide:
 - 6.23.1. Evidence of the pupil's academic attainment and rate of progress
 - 6.23.2. Information about the nature, extent and context of the pupil's SEND
 - 6.23.3. Evidence of the action already being taken to meet the pupil's SEND
 - 6.23.4. Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
 - 6.23.5. Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

- 6.23.6. A costed Provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.
- 6.23.7. Pupils with an EHCP are monitored and managed by the Graduated Response cycle of Assess-Plan-Do-Review
- 6.23.8. If a pupil has an EHCP, one of the review meetings may be the Statutory Annual Review Meeting, when the EHC Plan is reviewed and resubmitted to the Local authority.

7. SEND Record Keeping

- 7.1. The SENCo will be responsible for maintaining a record of pupils at First Concerns, SEN Support or have an EHCP.
- 7.2. The **School SEN Information Report** documents the provision offered to pupils and can be viewed on the school website.
- 7.3. **The School Provision Map** shall document provision, which is additional to and different from that which is offered through the core offer and provides a basis for monitoring the impact of support.

8. Criteria for exiting the SEN register

- 8.1. If, following a review of Personal School Support Plan with the pupils and the parents, it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they will exit the SEN Register.
- 8.2. Pupils who exit the SEN register at SEN Support, shall initially remain at First Concerns on the Provision Map to ensure progress is sustained in all areas.

9. Supporting pupils at school with medical conditions

- 9.1. RCSAT schools recognise that pupils at school with medical conditions shall be properly supported so that they have full access to education, including school trips and physical education.
- 9.2. Some children with medical conditions may be disabled and where this is the case the school shall comply with its duties under the Equality Act 2010.
- 9.3. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan(EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- 9.4. If a pupil is diagnosed with a medical condition or disability, the school shall organise a multi-agency meeting to bring together all the professionals involved in the care of that pupil, including their parents.
- 9.5. The purpose of the meeting shall be to discuss the impact of that condition or disability upon their education and access to the curriculum at school.
- 9.6. Actions shall be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child.

10. Monitoring and Evaluating of SEND

- 10.1. At RCSAT schools, provision for pupils with SEND, in the classroom, shall be the responsibility of class teachers.
- 10.2. Teachers shall be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.
- 10.3. All staff shall be responsible for following the school's procedures, for identifying, assessing and making provision to meet those needs.

11. Training and Resources

- 11.1. The training needs of staff shall be identified through Performance Management and planned for through CPD and mentoring throughout the year.
- 11.2. In order to maintain and develop the quality of teaching and provision to respond to the strengths and

needs of all pupils, all staff shall be encouraged to undertake training, development and regular CPD.

- 11.3.** The schools' SENCO shall attend local SENCO Network meetings and Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

12. Roles and Responsibilities

12.1. The Board of Trustees shall ensure that:

- 12.1.1. SEND provision is an integral part of the school development plan.
- 12.1.2. Necessary provision is made for any pupil with SEND.
- 12.1.3. Staff are aware of the need to identify and provide for pupils with SEND.
- 12.1.4. Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- 12.1.5. They have regard to the requirements of the SEND Code of Practice 2014.
- 12.1.6. They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process.
- 12.1.7. They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- 12.1.8. The quality of SEND provision is regularly monitored. The SENCo will report to the Governing Body 3 times a year.
- 12.1.9. A governor is identified to be the person responsible for SEND and for this person to link with the SENCO.

12.2. The Principal shall have responsibility for:

- 12.2.1. The management of all aspects of the school's work, including provision for pupils with SEND.
- 12.2.2. Keeping the governing body informed of SEND issues.
- 12.2.3. Working closely with the SENCO.
- 12.2.4. Ensuring that the implementation of this policy and the impact on the school is reported to governors.

12.3. The Special Educational Needs Co-ordinator shall be responsible for:

- 12.3.1. Overseeing of the day-to-day operation of the SEND Policy and Procedure.
- 12.3.2. Overseeing the provision for pupils with SEND.
- 12.3.3. Ensuring that an agreed, consistent graduated approach is adopted.
- 12.3.4. Liaising with and advising staff.
- 12.3.5. Helping staff to identify pupils with SEND.
- 12.3.6. Supporting teachers in devising strategies, drawing up individual SEN Support Plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults in the classroom.
- 12.3.7. Liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- 12.3.8. Liaising with outside agencies, arranging meetings, making referrals and providing a link between these agencies, class teachers and parents.
- 12.3.9. Maintaining the school's SEND Register.
- 12.3.10. Assisting in the monitoring and evaluation process of pupils with SEND.
- 12.3.11. Liaising with SENCOs in other schools to help provide a smooth transition from one school to another.
- 12.3.12. Producing reports for the governors.
- 12.3.13. Ensuring the SEND Policy, Procedure and SEN Information Report are maintained and up-to-date. These are published on each of the school's websites.

12.4. Deputy SENCo's shall be responsible for:

- 12.4.1. Assisting the SENCo in promoting and supporting SEND development across the school. This role will be pupil-focused and will ensure high standards and expectations for both SEND pupils and staff.
- 12.4.2. The Deputy SENCo will support the SENCo in monitoring the progress and achievement of SEND pupils.
- 12.4.3. Develop own knowledge of SEND through CPD opportunities.
- 12.4.4. To support the SENCo as follows:
- 12.4.5. To monitor and give support where needed to ensure teachers have fully updated SEN Support Plans prior to and following SENS Days
- 12.4.6. Support in gathering EHCP evidence in line with the application process.
- 12.4.7. Be a point of contact for class teachers.
- 12.4.8. Take part in parent meetings.
- 12.4.9. Help to maintain up-to-date information for First Concerns and SEN Register.
- 12.4.10. Attend Termly Review Meetings for SEND.

12.5. Class teachers shall be responsible for:

- 12.5.1. At RCSAT schools all 'Class teachers and subject teachers are responsible for children with special educational needs/disabilities'. (SEN Code of Practice, 2014).
- 12.5.2. Teaching pupils with SEND in the classroom and for providing an appropriately differentiated curriculum.
- 12.5.3. The class teacher remains responsible for working with the child, even when interventions involve group or one-to-one teaching away from the main class.
- 12.5.4. Working closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 12.5.5. Devising strategies, drawing up Individual SEN Support Plans, setting targets appropriate to the needs of the pupils and on the effective use of support materials and additional adults in the classroom.
- 12.5.6. Following the advice given from outside agencies.
- 12.5.7. Working with the SENCo, revising the support in light of the pupils' progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil (0-25 SEN Code of Practice, sections 6.36, 6.52, 6.54)
- 12.5.8. Making themselves aware of the policy and the procedure for identification, monitoring and supporting pupils with SEND.
- 12.5.9. Giving feedback and reporting to parents/carers of pupils with SEND.

12.6. Teaching Assistants shall:

- 12.6.1. Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- 12.6.2. Assist in making provision for the individual needs of pupils identified as having SEND, whether in class, small groups or one-to-one provision.
- 12.6.3. Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

13. Storing and Managing Information

- 13.1.** Confidential documents shall be stored in a lockable cabinet in all schools respectively.
- 13.2.** Confidential documents where possible to be scanned and placed on CPOMS.

13.3. Individual SEN Support and EHC Implementation Plans are stored electronically on One Drive.

14. Reviewing the Procedure

14.1. This Procedure shall be kept under review by the SENCO annually.

14.2. This procedure shall be reviewed annually and approved by the Board of Directors.



Appendix 1

RESPONSIBILITIES

Area of Responsibility	Person Responsible
Overall responsibility	Executive Headteacher
Co-ordinator in School - Bunbury	Principal
Co-ordinator in School – St Oswald's	Principal
Co-ordinator in School – Warmingham	Principal
RCSAT SENCO	RCSAT SENCo
RCSAT SEND Link Governor	Pastoral Director