



Policy Document Title: Special Educational Needs and Disabilities Policy
Reviewed: 09/23
To be reviewed: 09/24

**This policy is available on school intranet and website www.stvin.com*

Philosophy

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs. Pupils at St Vincent's may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties. For these pupils there is a need to provide further modifications to the teaching programmes. This policy incorporates the SEND Code of Practice (2014, updated April 2020) and the introduction of Education Health Care Plans (EHCP). It is a statement of the current SEND provision.

Organisation

All aspects of this policy are overseen by Dr Catherine Walker (in her capacity as lead SENDCo) and reviewed with the Deputy Principal (DP). The caseloads of the following staff are co-ordinated by the SENDCo team, through weekly formal and/or informal meetings, to discuss and implement modifications and resources required for those pupils identified as having additional needs. Referral to therapy providers (points 1-4 below), liaison with and coordination of reporting is coordinated by the therapies coordinator, who in turn feeds back to CW and wider staff as required.

The monitoring and evaluation of progress is ongoing.

Interventions and additional support that are available:

- Educational Psychology
- Physiotherapy & Rebound Therapy
- Speech and Language Therapy & Lego Therapy / Jewellery Therapy
- Music therapy
- Functional Vision Assessment
- Mobility training

- Training in use of access technology.
- MSI Support
- Teacher of the Deaf input (ToD)
- Sensory Circuit support
- Sensory Breaks

St Vincent's recognises the importance of a whole school policy and its role in supporting the child through every aspect of his/her development. Liaison to implement such a policy is on-going throughout the education and care environment. Those involved include:

- Parents
- Senior Leadership Team.
- Teaching Staff/Learning Support Assistants
- Residential Care/Key Workers
- Health Care Co-ordinator
- Mobility Officers
- Support Services - Educational, Social and Medical.

Policy Implementation

- a. Identify pupils who have additional needs other than visual impairment.
- b. Liaise with teachers, learning support assistants, care staff, parents, senior managers, governors and outside agencies.
- c. Continual professional development for all staff for relevant areas of SEND.
- d. Develop and implement the SEND policy in order to raise achievement and improve the quality of education provided.
- e. Develop effective ways to overcome barriers to learning and sustain effective teaching through the analysis and assessment of pupils' need shown by monitoring the standards of pupils' achievements, and by setting targets for improvement.
- f. Support all staff involved in working with pupils with SEND by ensuring that those involved have the necessary information to secure improvements in teaching and learning and to sustain staff motivation.

Objectives (Cross referenced with policy implementation)

- To identify pupils with additional needs (a)
- To monitor needs through collation of information (a, b)
- To liaise with teachers, support assistants, care staff, parents and outside agencies (b)
- To collate specific assessment materials (e)
- To advise and oversee pen portraits with Form staff (e)
- To devise learning and/or behaviour strategies for individual pupils (e, f)
- To disseminate information and advise upon practice (f)
- To contribute to staff development training (c, f)
- To contribute to review meetings (b)
- To develop a whole school approach to the management of visually impaired pupils with a hearing impairment (a, c, f)
- To advise on appropriate resources (d, f)
- To monitor pupils' needs and evaluate progress (a, e, f)
- To research and disseminate information on specific additional disabilities (c)

The Identification of Pupils with Additional Needs

All pupils at St Vincent's have an EHCP which identifies visual impairment as their main area of need, and also identifies any additional special needs.

School Monitoring Procedures

- A special needs management strategy is employed. (Appendix 1)
- A review of pupils' additional needs and pen portrait targets takes place annually.
- An annual summary matrix grid is drawn up for pupils identified as 'requiring additional support' within the setting of visual impairment and made available on the staff server.
- Strategies or plan of action are devised.
- Information is communicated to staff/parents through memos, meetings and daily journals.

Procedures for Additional Needs

Pupils may be identified as having specific additional needs through:

- a. EHCP
- b. Pupil focus meeting
- c. Annual review
- d. Subject and assessment reviews
- e. Staff/parental referral
- f. Local Authority specific referral

Referral procedures are put in place for therapies or Educational Psychologist, as required.

Hearing Impairment

Audiological management is co-ordinated by SENDCo team and Health Care Co-ordinator (HCC). External professionals are consulted for support in managing the HI. Audiological record file is kept in Clinic. Referrals for hearing tests are passed to HCC for routine sweep test. HCC will refer further if required. Technological support is available from external services.

Pupil Assessment Procedures

Assessment procedures and systems for monitoring and recording progress may include:

- Classroom Monitor progress tracking system
- Neale Analysis of Reading Attainment – Print and Braille
- Parallel Spelling Test
- Personality Testing (Educational Psychologist)
- Wechsler Intelligence Scale (Educational Psychologist)
- Pathways Independence Skills Checklist
- Mobility assessments and progress checklist

This information may be used to inform ICP and Curriculum Targets.

Resources

- Assistive technology hardware/software for AEN
- Testing and assessment materials
- Hearing Aid test equipment
- SEND section of Resource Room
- SEND budget is identified through SID
- SEND publications in Staff Information Room
- Mobility resources in mobility room

Records

Information on pupils is available from:

- Annual Review and recommendations
- ICPs (residential pupils)
- Pupil Pen Portraits and aspirational ladders
- Reading Analysis
- Progress monitoring
- SALT reports
- Physiotherapist reports
- Mobility reports
- Pupil focus meeting notes
- Functional vision assessments

Requests for information are made through the SENDCo team.

Staff Qualifications

- All teaching staff are qualified teachers of the visually impaired (or completing the mandatory qualification), in addition to their initial teaching qualification.
- Many Learning Support Assistants and Care Staff have completed a Certificate in Higher Education in the Support and Care of the Visually Impaired, nationally accredited by the University of Plymouth and/or NVQ Level 3.
- Therapists and psychologist are qualified within their own specialism.

Staff Training and Development

The provision of ongoing training for all staff involved in creating learning experiences for children with Special Educational Needs and Disabilities is vital. At St Vincent's, ongoing training is available to raise awareness of the problems involved when teaching visually impaired children with additional disabilities. This includes SEND updates to staff on a regular basis. Ongoing SEND issues are addressed at staff meetings, through the logbook or at pupil focus meetings.

Summary

- Annual Review - records progress and identifies individual need.
- Annual identification of pupils and their individual needs (matrix)
- Ongoing ICPs within residential groups
- Regular reviews of specific/individual timetables
- Dissemination of information about pupils with AEN
- Regular SENDCo team meetings and designated SENDCo team members and therapist meetings. Reports from therapists to DP
- Liaison with parents/LA/external agencies
- Provision of relevant information on additional disabilities
- Individual Functional Vision assessment
- Use of appropriate hardware/software to aid pupil learning

Appendix 1

