

St. Benedict's Primary School

Resource Base (SEND) Policy



Date of Issue: November 2024

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Vision and values

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

We aim for our children to be:

Enjoying their rights, fulfilling their dreams.

- **Ambitious:** To take pride in learning, make progress and achieve.
- **Resilient:** To face challenges with perseverance and determination.
- **Respectful:** To be inclusive, enjoy their rights and respect the rights of others.

Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum and full access to clubs and trips. Adaptations so that children can enjoy experiences with their peers where possible. Alternative arrangements are made where necessary. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Purpose of the Cognition and Learning Resource Base (CLRB)

The Cognition and Learning Resource Base (CLRB) at St. Benedict's Primary School exists to provide targeted support to those pupils with an Education, Health, and Care Plans (EHCPs), with cognition and learning as their primary need in line with the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years* (2015). Our CLRB, with a capacity of twelve pupils, offers an inclusive, supportive, and personalised environment to meet each pupil's unique learning needs.

Aims and Objectives of the CLRB

The CLRB aims to:

- Provide an inclusive environment within the school, promoting independence, confidence, and resilience.
- Support pupils in developing core literacy, numeracy, communication, interaction and life skills.
- Enhance the educational, social, and emotional development of pupils with cognition and learning difficulties, following the guidance of the SEND Code of Practice.
- Facilitate a smooth integration into mainstream education where possible and appropriate.
- Collaborate closely with families, specialist services, and external agencies to ensure a holistic approach to support, as recommended by the SEND Code of Practice.

Pupil Eligibility and Admission Criteria

- Admission to the CLRB is limited to twelve pupils with EHCPs where cognition and learning are primary needs and SENAR have determined that a small, specialised setting is the best fit for the pupil's needs.
- Placements are agreed through the SENAR consultation process as outlined in the SEND Code of Practice. St. Benedict's Resource Base must be named with section I of the EHCP.
- Placement in the CLRB is reviewed annually, as per the SEND Code of Practice, to ensure it continues to meet the pupil's needs.

Curriculum and Teaching Approach

The CLRB follows the National Curriculum and is tailored to each pupil's abilities and learning goals, consistent with SEND Code of Practice guidelines. This includes:

- **Individualised Education Plans (IEPs):** Each pupil has an IEP with specific, measurable goals based on EHCP outcomes.
 - **A Broad and Balanced Curriculum:** children follow the National Curriculum, which is tailored to their needs.
- Core Subjects:** Emphasis on core areas such as literacy, numeracy, communication, and social skills.
- **Scaffolded Instruction:** Lessons are scaffolded to accommodate varying cognitive abilities and learning styles.
 - **Skill-Building:** Teaching includes functional skills, life skills, and social-emotional development.
- Integration Opportunities:** Where appropriate, pupils are included in mainstream classes and/or social time to encourage peer interactions and promote inclusion.
- **Technology Integration:** Use of assistive technology and educational software to support personalised learning.

Staffing

The SEND Code of Practice emphasises that staff supporting pupils with SEND should have relevant skills and training. In line with this guidance:

Strategic Resource Base Lead (Deputy Headteacher) – Qualified SENDCO (National Award for SEND Co-ordination).

Resource Base Lead (SENDCO)– Qualified SENDCO (National Award for SEND Co-ordination).

Teachers: Teachers with experience and qualifications in special educational needs. (NPQSENDCo)

Support Staff: Teaching assistants specifically trained to work with pupils with cognition and learning difficulties.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Beacon Behaviour Support
- Communication and Autism Team

Assessment, Monitoring, and Evaluation

Consistent with the SEND Code of Practice, progress monitoring and assessment are essential for ensuring each pupil's continued growth in the CLRB. This includes:

- **Baseline Assessment:** A comprehensive assessment is conducted upon entry to determine the pupil's current abilities and areas for support.
- **Ongoing Progress Monitoring:** Regular assessments are conducted, and progress toward EHCP outcomes is reviewed at least once per term.
- **Annual Review:** All pupils receive an annual EHCP review of their plan, conducted with the SENCO, parents, and relevant professionals as required by the SEND Code of Practice.
- **Evaluation of CLRB Impact:** The effectiveness of the CLRB is reviewed annually by the SENCO and SLT, considering pupil outcomes, stakeholder feedback, and alignment with school-wide inclusion goals. This is reported to governors as part of the annual SEND Report.

Transition Planning

The SEND Code of Practice highlights the importance of effective transitions for pupils with SEND.

Transition planning includes:

- **Collaboration with Schools:** For pupils transferring from other schools, the SENCO collaborates with parents and with the previous school to share information and plan for a smooth transition.
- **Individualised Transition Plans:** Tailored plans to support pupils as they move from the CLRB to other educational settings or classes.
- **Gradual Integration:** Where possible, a phased transition is used to integrate pupils into new settings with appropriate support.

Safeguarding and Welfare

The CLRB operates under the school's safeguarding policy, ensuring the safety and well-being of all pupils. Both the RB Strategic Lead and the SENDCo are Designated Safeguarding Leads. Staff have also additional training in safeguarding pupils with communication needs. This is in line with Keeping Children Safe in Education (2024), which stresses the particular vulnerabilities of children with complex SEND needs.

Complaints about CLRB provision

In the first instance, all concerns should be referred to the SENCO (Mrs. Thompson) or SEND Strategic Lead (Mrs. Clayton)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and evaluation arrangements

This policy will be reviewed every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents

- SEND Policy
- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy