

St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



Special Educational Needs and Disabilities POLICY Autumn 2019

ST SAVIOUR'S R.C. PRIMARY SCHOOL

SEND POLICY

Mission Statement

'Pray together, learn together, stronger together in Jesus'

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**At Saviour's school we follow the Special Educational Needs and Disabilities Code of Practice 2014 which states:**

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (Code of Practice, June 2014, p.4)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

(Taken from 2014 SEN code of practice: 0-25 years-introduction xiii and xiv)

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

#### **Aims and Values**

IN providing for those pupils defined as having SEND, at St Saviour's we seek to:

- Be clear in our approach to identifying SEND so that parents and children can be fully involved
- Identify, at the earliest opportunity, barriers to learning for pupils with SEND
- Ensure that every child experiences success in their learning, achieves the highest possible standard and makes progress
- Enable all children to participate in lessons fully and effectively
- Value and encourage the contributions of all children to the life of the school
- Work with the governing body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND
- Work closely with support agencies, where appropriate, to support the need of individual pupils (including the school nurse to meet medical needs)
- Ensure that all staff have access to training and advice to support highest quality teaching and learning for all pupils
- Ensure that receiving schools are fully informed about a child's needs and strengths

#### **The Identification of Need:**

At St Saviour's we follow a graduated approach to identification and support.

Class teachers are responsible and accountable for the progress of all the pupils in their class, including where pupils receive support from teaching assistants or specialist staff. We believe highest quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

If there are any concerns about the progress and the child's ability to access the curriculum, the four following actions, as set out in the Code of Practice, will be followed.

#### **1. Assess:**

The class teacher, working with the SENCO will carry out analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. The class teacher will complete an *SEND Inclusion referral form* for the child. In addition to this, the views of the parents and pupils will be gathered, plus in relevant cases advice from external support services. If it is decided the child does not require SEN support, their progress will be monitored and reviewed at the next Pupil Progress Meeting (PPM).

## 2. Plan

Once it has been decided to provide a pupil with SEN support, parents will be notified. The class teacher, SENCO and parents will work in consultation to put in place reasonable adjustments and support, as well as discuss the expected impact on progress, development or behaviour. This will be reviewed termly, in line with the school's assessment cycle.

All staff working with SEND pupils will be made aware of their needs, the outcomes and the support strategies required. The SENCO will keep a termly record of the extra support being given.

## 3. Do

The class teacher remains **responsible** for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain **full responsibility** for the pupil's learning. Class teachers will work alongside any teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support 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.

## 4. Review

The effectiveness of the support and the interventions and their impact on the pupil's progress will be reviewed by the class teacher and SENCO termly, in line with the school's assessment cycle. The impacts, as well as the views of the parents and pupils will feedback into the analysis of the pupils' needs and the next steps in support will be based on the outcomes of the review.

If it is felt that the pupil requires greater support, with the consent of the parents, specialist advice may be sought (through referral to the appropriate agency. Referrals can be made by the school SENCO or parents themselves.

The Early Help Assessment process which replaced the CAF in January 2017 is also available to children and their families if their needs go beyond support in school.

If, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child (including receiving support from specialists), the child has not made expected progress, the school with parents will consider requesting an Education, Health and Care Plan (EHCP) needs assessment.

Types of SEND which we may see in school fall into 1 of 4 categories (as identified in the code of practice)

- Communication and Interaction
- Cognition and Learning
- Social and Mental Health
- Physical and Sensory
- Also, in school, there are children with medical needs (to meet these needs a care plan is written with the school nurse)

Poor behaviour is no longer classed as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to a trauma or to home based experiences (e.g a bereavement or parents' separation) we may conduct an Early Help Assessment with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to consider working with us to refer the child to CAMHS (child and adolescent mental health services). We may also use our outreach specialist from New Woodlands School who can come in and work with a child to manage themselves positively in school.

## ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. All staff members and the governing body have important responsibilities. The Code of Practice is available to all staff on the staff hard drive and can also be found in the SENCO's office.

### The Governing Body

The governors have a responsibility in overseeing the provision for children with SEND in the school and are involved in establishing this policy. The provision of SEND is reported to Governors regularly at a specified meeting. There is also an elected governor, whose role it is to liaise with the SENCO at regular intervals during the year.

### Head teacher

The Head Teacher is responsible for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will work closely with the SENCO.

## **The SENCO**

At St Saviour's the principal responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating provision
- Keeping the records of all children with SEND up to date, completing the Early assessment and EHCP requests and making referrals to agencies for external support
- Tracking the impact of the provision provided
- Liaising with external agencies
- Liaising with parents of children with SEND, including chairing meetings involving parents and outside agencies (team around the child meetings)
- Contributing to the in-service training of staff

## **All teaching and Non-teaching Staff**

All staff is fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care. They are involved in highlighting concerns, assessing, observing, implementing and reviewing SEND provision for the pupils in their class as well as liaising with support staff to monitor and oversee the extra provision provided.

Teaching assistants have appropriate responsibility for the child's specific needs during their time with that child. They should be made aware of the desired outcomes of the provision as well as liaise regularly about the impact of support on the progress of the child with their class teacher.

Non-teaching staff have a responsibility to support the emotional wellbeing of children with SEND and liaise with class teachers if necessary.

If required specific training will be arranged by the SENCO. This includes access to an educational psychologist, outreach teams from Drumbeat who are experts in autism, specialist teachers from the specific learning difficulties team (dyslexia) and we also buy into an enhanced service from the speech and language team. A speech therapist attends the school for one day each week for half of each term. She assesses individuals, trains teachers in whole class strategies and works with teaching assistants to deliver specialist intervention for small groups.

## **Partnership with Parent/Carers**

In line with the Code of Practice, parent/carers are encouraged to take part in the discussion and decision making around the provision for their child in order to achieve:

'...the best possible educational and other outcomes, preparing them effectively for adulthood'

(Code of Practice, June 2014, p.8)

## **Admission Arrangements Regarding SEND**

All school should admit pupils with already identified special educational needs as well as providing for pupils not previously identified as having SEND. [For further details of Admissions, can be found in the Admissions Policy].

## **Transition arrangements**

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery, as smooth as possible. This may include, for example:

- An additional meeting for the parents and child with the new teacher
- An additional visit to the new classroom environment in order to identify where the pegs are etc.
- Opportunities to take photos of key people and places in order to make a transition booklet.

Transition to secondary school can be a difficult move. Again, additional visits can be made to the new school with the SENCO. Also, the secondary school SENCO and the SENCO at St Saviour's meet discuss the individual strengths and needs of each child. All paperwork relating to a child's special educational needs is sent to the new school to give them a picture of the support the child has received and the involvement of outside agencies to date.

## **Resources**

Funding for SEND is received from the local authority through the collaborative. Extra funding will be received where a child has an EHC plan.

Staff members are able to regularly undertake specialised training at Kaleidoscope or Drumbeat, to update their knowledge and practice. If it is deemed appropriate the school can and will provide specialised teaching for the children with Education, Health and Care plans, where the plan clearly states for this to be done.

Teachers' resources are stored in the SENCO's office. The office contains information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for the need. As well as this, there are various age appropriate resources for different needs throughout the school in appropriate classrooms.

The school building is currently accessible for disabled pupils. (For further information, please refer to the Accessibility Plan). This Accessibility Plan will be reviewed annually.

### **Complaints procedures**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. Parents are invited to discuss their concerns with the SENCO and they are usually resolved this way. If the concern persists it is referred to the Head teacher and is processed in accordance with the procedures outlined in the Whole-School Complaints Policy.

### **Lewisham's local offer and St Saviour's offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in the area and how to access them. It includes provision from birth to 25, across education, health and social care. The school offer is published on our website and details the additional provision we offer in order to support children with SEND.

### **Evaluating this policy**

The policy will be reviewed and updated regularly in light of changes in legal requirements and the school changes. This will be done by the SENCO with governors, Head teacher and all staff.

The current policy was reviewed and updated in Autumn 2019.

Agreed by Chair of Governors:.....J. Chandler

**Date:** September 2019

**Review Date:** September 2020