

St Saviour's RC Primary School

Pray together, learn together, stronger together in Jesus'



Special Educational Needs and Disabilities Policy Summer 2023

St Saviour's RC Primary School

SEND Policy

Mission Statement

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**St Saviour's SEND Policy complies with section 19 of the Children and Families Act 2014. It has been written with reference to inclusive education set out in:**

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with disabilities
- Equality Act 2010 (advice for schools DfE Feb 2013)
- SEND Code of Practice 0-25 (2015)
- Schools Admissions Code of Practice
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- National Curriculum in England framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Standards 2012

### Introduction

Highest quality teaching that is differentiated meets the needs of the majority of children. However, some children with SEND will need something additional and/or different from what is provided for the majority of the children.

We will do our utmost to ensure that SEN provision is made to target the needs of the children who need it.

### 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. We recognise the importance of early identification and aim to identify children's special needs as early as possible. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. As part of this process the needs of the whole child will be considered, not just the special educational need.

Other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need. This might be;

- Attendance
- Health and Welfare
- Disability, where a reasonable adjustment under Disability Equality legislation can enable a child to make normal progress
- English as an additional language
- Children who are socially disadvantaged
- Being a looked after child
- Being a child of service personnel

Pupil Progress Meetings, which is a rigorous system for monitoring, takes place with class teachers and SLT every term. This identifies children who are not making expected progress and may include progress in other areas other than attainment, such as social skills. Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Outside agencies may be consulted for support.

St Saviour's is committed to promoting social, emotional and mental well-being. Children need to feel valued, confident and secure to make maximum progress in their learning.

Types of SEND which we may see in school fall into 1 of 4 categories (as identified in the Code of Practice Jan 2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

### **A graduated response to SEND 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 impact, 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 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.

### **Request for an Education, Health and Care Plan Needs Assessment (EHCNA)**

A request for statutory assessment will be made by either the school and/or parents if a child has demonstrated a significant cause for concern.

For a very small percentage of pupils, whose needs are significant and complex, the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, an EHCNA request will be made to the local authority to conduct an assessment of the child's education, health and care needs. The school will provide information about the child's progress and documentation relating to the action that has been taken, as well as any relevant assessments and/or reports from specialists such as the Educational Psychologists.

The Local Authority will then examine this information and decide whether to carry out a statutory assessment. On completion of the assessment, a decision about whether to draw up an Education, Health and Care Plan will be made.

This may result in an Education, Health and Care Plan (EHCP) being provided.

A request for assessment does not always lead to an EHCP being issued.

Where a parent decides to request Statutory Assessment directly, the school asks to be informed so that relevant data can be made available to the Local Authority (LA).

Progress towards targets set in EHCPs are reviewed regularly, with new targets set towards the short term and long-term goals stated in the plan each term (this forms the child's Individual Provision Map-IPM. EHC Plans are updated yearly as part of the Annual Review process in partnership with parents/carers and the Local Authority.

### **Outside Agencies**

Requests for advice and/or assessment from external services will only be undertaken after parent permission has been obtained and may include referral to:

- SALT (Speech & Language Therapy Team)
- SEND Support Team-Lewisham
- Specific Learning Difficulties Team
- Drumbeat Outreach
- Education Psychology Team
- Occupational Therapy Team
- Community Paediatric Team
- Sensory Impairment Team
- School Nurse Services
- Social Care Team
- CAMHS Mental Health Services
- Outreach Inclusion Team

In addition, the school may involve external agencies including health and social community and voluntary organisations e.g Targeted Family Support and Children's Centres for advice on meeting the needs of pupils with SEND and in further supporting their families.

### **Roles & 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.

### **Headteacher**

The Headteacher 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 EHCPNA 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)

At St Saviour's, we understand and value the importance of parent voice and pupil voice. We value and encourage parental input because we know how important the information is, that our parents can provide.

We aim to organise workshops for parents during the course of the year. The information will be advertised in the school website, displayed on the screen in the school's reception area and parents will also receive the information via text.

Parents are encouraged to seek advice from the SENCO if they would like support to access resources or information, for the areas identified, to further their child's learning. Further information regarding support and general information for parents, can also be found in our SEND Information Report, on the school website.

With regards to their child's progress and provision, progress towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and parents' evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

## **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.

## **Supporting children with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so they can have full access to education, including school trips and physical education. Some children with medical needs may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. See Medical Policy.

## **Monitoring and evaluating SEND provision**

Staff members are able to regularly undertake specialised training from services based at **Kaleidoscope** or **Drumbeat School**, 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 SEND Information Report**

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's information report is published on our school 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, Headteacher and all staff.

The current policy was updated April 2023 and is due to be reviewed.

Agreed by Chair of Governors:

Date: Updated April 2023