



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY – September 2021

Introduction

This policy is a statement of the arrangements for Inclusion at St Mary's Catholic Infant School and St Mary's Catholic Junior School. It has been written in response to the Special Educational Needs Code of Practice (effective from September 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014. It describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school. At St. Mary's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their potential.

Contents

Inclusion Statement

Catholic Ethos

Definition of Special Educational Needs

Definition of Disability

Our Aims

Roles and Responsibilities

Identification, Assessment and Review Procedures

Provision for Pupils with SEND

Admission and Transition

SEND Training

Evaluating Success

Appendix 1 - Compliance with Statutory Duties

Appendix 2

Links with Local and National Services and Organisations to Support Implementation of the SEN Policy

Inclusion Statement

St Mary's Infant School and St Mary's Junior School are both inclusive schools that welcome, respect and value the different experiences, cultures, talents, capabilities and strengths of every child. We set high expectations for all our children and we are committed to giving them every opportunity to achieve the highest possible standards in a caring, supportive environment. The equality of opportunity must be a reality for the whole school community and we are committed to providing an appropriate, high quality inclusive academic and social curriculum to ensure the best possible progress and outcomes for all children.

Catholic Ethos

At St Mary's Catholic Infant School and St Mary's Catholic Junior School we want our children to be motivated in their learning and excited by their achievements. Our school mottos are 'Learning to Love, Loving to Learn' and 'Keep the Faith'. These and the motto of St Mary's Catholic Primary Schools Trust, 'Aspire not to have more, but to be more' are at the centre of everything we do. It is important to us that each child is nurtured for their own skills and talents and that their individual needs are planned and catered for. Following our Catholic ethos, we will achieve this by supporting, guiding and encouraging all our children to strive to be the best they can be.

Definition of Special Educational Needs – SEND Code of Practice 2014

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.

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

➤ A disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At different times in their school life, a child or young person may have a special educational need. Children may have needs and requirements which may fall into at least one of the following four areas; many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning
- Social Mental and Emotional Health
- Sensory and/or physical

Children will not be regarded as having learning difficulties solely because their own language, or their home language, is different from that in which they are taught.

We will have due regard for the Special Needs 'Code of Practice' when carrying out our duties towards all children with special educational needs and ensure that parents are notified when special needs provision is being made for their child.

Definition of Disability

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer.

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area' (Disability Discrimination Act 1995).

Our Aims

- To ensure the SEN and Disability and Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and access to the curriculum for all and to eliminate prejudice and discrimination against learners with special educational needs.
- To be champions of early identification so that appropriate support can be provided quickly once a child special educational needs have been noted.
- To continue to maintain a programme of support and referral to outside agencies that will enable children to receive the help they need quickly and effectively.
- To ensure that children with special needs take as full part as possible in all school activities.
- To ensure that all pupils have access to a broad, balanced and differentiated curriculum that is appropriate to their individual needs and ability through planning by class teachers.
- To ensure that parents of children with special needs are fully involved in the decision making process in supporting their child's education, feel able to support their children at home and are kept fully informed of their child's progress and attainment in school.
- To ensure that children with special needs are involved, where appropriate, in decisions affecting their future special needs provision. To involve the child in setting his/her own targets, developing the best strategies for success and fostering aspirations where appropriate for his/her age and understanding.
- To adopt positive and consistent strategies to help children with social, emotional or behavioural difficulties.
- To develop sensitivity to individual needs and provide an environment in which self-confidence and self-esteem can grow.
- To continually evaluate and develop new strategies to raise standards for children with SEND.
- To identify roles and responsibilities of staff in providing for children's special educational needs.
- To develop the existing skills of staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
- To continually monitor the progress of all pupils, to identify needs as they arise.
- To ensure that adequate funding is provided and used effectively to support children with SEND.

The Role of the Governing Body

The Governing have appointed a Governor with particular responsibility for the school's work on behalf of children with Special Educational Needs. The name of the lead Governor for SEND at St. Mary's Catholic Primary School Trust is Mrs Jannine Stebbings. The Inclusion Manager/SENCO meets with the SEND Governor termly to review and evaluate the effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision. The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

The Governing Body's responsibilities to children with SEND include:

- Ensuring that provision of a high standard is made for children with special needs
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting children with Statements/Educational Health Care Plans
- Ensuring they are up to date and knowledgeable about the School's SEND provision
- Ensuring that children with special educational needs are fully involved in the school's activities
- Having a regard for the Code of Practice when carrying out their responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy and the School Information Report

The Role of the Head Teacher

The Head Teacher maintains overall responsibility for pupils with special educational needs.

- The day-to-day management of all aspects of the work of the school, including the special needs provision.
- Keeping the Governing body well informed about special needs within the school.
- Working closely with the Inclusion Manager.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Inclusion Manager / SENCO

Every teacher is a teacher of children with special needs and it is their responsibility to plan to meet the needs of all the children in their class. However, there are times when class teachers need additional support and advice and the school has appointed an Inclusion Manager who is responsible for providing this as well as working closely with parents, carers and other agencies. The Inclusion Manager plays a crucial role in the school's special needs provision and involves working with the Head Teacher and Governing Body to determine the strategic development of the school's policy.

Our Inclusion Manager takes overall responsibility for the operation of this policy and co-ordinating specific provision for pupils receiving SEND support. Our Inclusion Manager also contributes to the strategic development of SEND provision.

The Inclusion Manager at St Mary's Catholic Infant School is Mrs Sue Loughlin.

The Special Educational Needs Co-ordinator (SENCO) at St Mary's Catholic Junior School is Mrs Della O'Donnell.

Both members of staff can be contacted via the school office.

Their role includes:

- Overseeing the day-to-day operation of the special needs policy.
- Coordinating the provision for children with special needs and monitoring its effectiveness.

- Ensuring that provision for pupils with SEND is recorded and that pupil progress is tracked and analysed to ensure that the provision offered matches the nature and level of needs.
- Liaising and giving advice to colleagues on a graduated approach to providing SEN support and ensuring quality first teaching is differentiated appropriately.
- Managing Teaching Assistants (TA's) working with children with special needs and any interventions they are providing.
- Managing the records of children with special needs and tracking their progress.
- Liaising with parents of children with SEN.
- Making contributions to INSET and staff development.
- Where progress has been limited, if not already involved and with the agreement of the parents, the Inclusion Manager will make a referral to a specialist agency.
- Being a key point of contact with external agencies, LA support services, Health and Social Care, and voluntary bodies.
- Keeping up to date with current good practices by attending courses, briefing meetings and Cluster group sessions with other Inclusion Managers and SENCO's.
- Ensuring Additional Support Plans are written and reviewed termly.
- Organising Annual Reviews of EHCP.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the child's class teacher, whose responsibilities include identifying and providing for the needs of every child in their class. All class teachers need to be aware of the school's procedures for the identification, assessment of and subsequent provision for SEND pupils.

Prior to the involvement of the Inclusion Manager /SENCO, the class teacher will be expected to have undertaken the following:

- Gathered information about the child through quality first teaching and made initial assessments in order to identify the specific area of need.
- Used a range of strategies to provide extra support including differentiating the way information is presented, using concrete apparatus or visual resources to aid concept development, the use of ICT and the targeted use of additional adults.
- Monitored and reviewed pupil progress, setting new targets as appropriate.
- Consulted with the child's parent/carer at all stages.
- Created and implemented a SEN Support Plan which includes the views and opinions of parents and when appropriate the child's voice.
- Worked with SEND pupils on a daily basis to deliver the Support Plan Targets with differentiated planning.
- Followed up the recommendations suggested by the Educational Psychologist, Speech & Language Therapist, Occupational Therapist, Outreach Support and any other external agencies.
- Collaborated with the Inclusion Manager / SENCO to decide the action required to assist the pupil to progress.
- Completed a Record of Concern Form for discussion with the Inclusion Manager / SENCO.

The Role of Non-Teaching Staff and Teaching Assistants

All staff members who come into contact with a child with special educational needs are informed about the child's needs if it is relevant or necessary for them to have such information in order that they are able to support the child appropriately in their role.

Under the guidance of the class teacher they will:

- Carry out activities and learning programmes planned by the class teacher and the Inclusion Manager.
- Keep records of this work as requested.

Some Teaching Assistants are funded by the LA and provide support for pupils with Education, Health & Care Plans. These Teaching Assistants support the pupil's targets as defined in the child's Support Plan under the direct supervision of the class teacher and in conjunction with the Inclusion Manager.

Parents & Carers

Partnership with parents plays a vital role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- Ensure their child attends school regularly.
- Attend parent's consultation and review meetings.
- Attend appointments with other agencies/services as required.
- Support home learning activities.
- Keep the school fully informed of assessments conducted outside the school and provide copies of any written reports.

Child

We aim to involve children in all aspects of their education but the child's age and level of understanding determines how much they can participate. Where appropriate we support and encourage children to:

- Make the best use of all the support offered to reach the targets through differentiation and provision of appropriate resources and teaching strategies, including Teaching Assistant support.
- Be involved in setting and meeting the targets on their SEN Support Plan.
- Talk to staff about the things they feel they are good at, the things they find difficult and what they feel would help them to achieve their targets.

Identification, Assessment, and Review Procedures

At St. Mary's Catholic Infant School and St Mary's Catholic Junior School we have a whole-school approach to special needs policy and practice in accordance with the SEND Code of Practice 2014. We recognise the importance of early identification and aim to ensure that robust measures are implemented at the earliest opportunity. All teachers are responsible for identifying children with special educational needs and in collaboration with the Inclusion Manager and parents/carers. In addition, our system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Additional needs provision would be indicated where there is evidence that after planned differentiation by the class teacher there has still been little or no progress.

The school will gather information and ascertain a child's progress through:

- Evidence obtained by teacher observation/assessment.
- Performance in the National Curriculum, Foundation Stage curriculum or P-Levels, judged against performance descriptors age and prior learning.
- The Inclusion Manager / SENCO's observations in response to the concerns raised.
- When appropriate standardised screening or assessment tools.
- Information from parents with their concerns and insights.
- Collection of work samples, monitoring by co-ordinators.
- Consultation with other professionals.

The class teacher will inform parents at the earliest opportunity to alert them to concerns and to gain their insights into the child's strengths and difficulties and to enlist their help and participation in meeting their child's learning needs.

Regular review procedures are in place to support the monitoring of progress and provide information regarding provision. The targets set on SEN Support Plans are short, measurable, achievable and realistic and are reviewed termly.

Provision for pupils with SEND

At St Mary's Catholic Infant School and St Mary's Catholic Junior School, the culture, practice, management and deployment of resources are designed to ensure that all children's needs are met. All children have access to a broad and balanced curriculum and are included in all aspects of school life.

The main methods of provision made by the school are:

- Access to Quality First Teaching, with additional help and support from the class teacher through a differentiated curriculum.
- Access to additional resources and equipment.
- Targeted individual / group support.
- Opportunities to have intensive support on specific areas of need, led by the SENCO/ Inclusion Manager, Class Teachers or Teaching Assistants.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional SEN Support. Parents will be notified that their child will receive this additional support and be placed on the SEN Register where progress and provision can be monitored more closely. Additional provision will be recorded in a SEN Support Plan which is reviewed termly. This will be managed through a cycle of assessment, planning, intervention and review and is known as the Graduated Response.

As part of the review process, the Inclusion Manager and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to take further action and seek further specialist support from outside agencies. A variety of support can be offered, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. A child receiving support at this level would continue to have a SEN Support Plan. The recommendations suggested by any outside agency will be carefully followed by Class Teachers and Teaching Assistants.

If a child makes good progress and achieves the outcomes set, he/she will no longer require a SEN Support Plan and his/her name will be removed from the SEN register. Parents/carers will be part of this decision. However, progress will continue to be monitored regularly as part of our termly tracking of all pupils.

The Infant school has a small Sensory Room and the Junior School has a 'Group Room' for nurture activities. There is wheelchair access to all parts of the building.

Monitoring Pupil Progress

The core of the teachers' work involves a continuous cycle of planning, teaching and assessment, considering the differences in children's abilities, needs, aptitudes and interests.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the child and her/his peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the child's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the child's behaviour.

The Inclusion Manager/SENCO or Head Teacher will regularly report to Governors on the SEN provision and progress of pupils who have been identified as having special educational needs.

School Request for Statutory Assessment / Application for an Education, Health and Care Plan (EHCP)

For a child who continues not to make adequate progress, despite a period of additional needs support, and in agreement with the parents/carers, the school may request the LA to make a Statutory Assessment in order to determine whether it is necessary to put in place an Education Health and Care Plan (EHCP).

The school is required to submit evidence to the LA whose monthly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a Statutory Assessment, full details of which can be found on the Croydon SEND offer website (Appendix 1)

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health and Care Plan

Once a child has an Education Health and Care Plan the school has a legal obligation to deliver the support outlined in the plan and appropriately allocate the additional funds made available by the LA to support the child's identified special educational needs.

A Statement of SEN or an Education, Health and Care Plan must be reviewed annually to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made either to the Statement / Education Health and Care Plan or to the funding arrangements for the child. This review is chaired by the Inclusion Manager.

'Looked After Children' have a Personal Education Plan (PEP), drawn up between the school and the child's primary carer i.e. Local Authority and is reviewed termly.

Admissions and Transition Arrangements

The admission arrangements are fully explained in the school prospectus and on the school website.

When the children have been allocated a place at St Mary's Catholic Infant School either in the Nursery or in one of the Reception classes the Inclusion Manger attends the new parent's evenings and invites parents to share with her any concerns they have about their child's development or any already identified special educational needs. The Inclusion Manager obtains the parent's permission to visit the child in their current

setting to gather as much information about them as possible prior to the child starting in the school. In addition to this the Inclusion Manager accompanies the class teachers when they make a home visit. When a child has significant educational or medical needs the SENCO/ Inclusion Manager arranges an additional meeting with the parents. The same procedure happens when an outside agency informs the Inclusion Manager of a child known to them with special educational needs.

Class teachers of children joining the school mid-academic year or mid-school, will receive information from the previous school. If there is a SEND issue the Inclusion Manager / SENCO will telephone the school to discuss the child's needs further to ensure continuity.

When a child with SEND transfers from St Mary's Catholic Infant or Junior School to a new school, details of their particular needs and any additional provision made will be made known to that setting as soon as possible. The SENCO/Inclusion Manager will discuss the child's needs in more detail with the other school at their request.

When children transfer from the Infant to the Junior School the Inclusion Manager meets with the SENCO, during the Summer Term for a transition meeting where individual needs are discussed in detail.

Year 5 reviews will indicate the provision required in Secondary School. At Year 6 reviews, the SENCO of the Secondary School will be invited to attend. This will enable the receiving school to plan appropriately for the new school year. It will also give parents the opportunity to liaise with secondary staff.

SEND Training

At St Mary's Catholic Primary Schools Trust we are committed to a rolling programme of Continuing Professional Development (CPD). Weekly staff meetings, TA meetings and INSET days are planned to support all members of staff to perform their roles more effectively. All staff (both teaching and non-teaching) are given opportunities to attend courses or meetings that help them acquire the skills needed to work with children with special educational needs. Part of the Inclusion Manager's role in school-based INSET is to develop awareness of resources and practical teaching procedures and strategies for use with children with special educational needs.

The Inclusion Manager / SENCO regularly attend network and cluster meetings to update and revise developments in special educational needs and frequently liaises with a number of experts and outside agencies. As a routine part of staff development, INSET requirements for special educational needs will be assessed. The Governing Body will undertake a similar review of its training needs.

Evaluating Success

The success of this policy can be evaluated through:

- Monitoring classroom practice by Senior Leadership Team, Inclusion Manager, SENCO, Class Teacher.
- Analysis of teacher assessment data.
- Value-added data for pupils on the SEN Register.
- Monitoring of practices and procedures by the SEN Governor.
- School self-evaluation.
- Involvement and views of parents and pupils at all stages.
- Using review procedures to evaluate the effectiveness of SEN Support Plans.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- ➡ Special Educational Needs and Disability Code of Practice 0-25 (September 2014)
- ➡ Equalities Act 2010
- ➡ School Admissions Code of Practice
- ➡ Supporting Pupils at School with Medical Conditions (June 2014)
- ➡ Schools Complaint Toolkit 2014
- ➡ The National Curriculum
- ➡ Teachers Standards 2012
- ➡ Working Together to Safeguard Children (2013)

SEND Information Report

www.stmaryscatholicprimaryschoolstrust.co.uk

Croydon's Local Offer for SEND

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education>.

Appendix 2

Links with Local and National Services and Organisations to Support Implementation of the SEN Policy

- ➔ Croydon Educational Psychology Service **Tel: 020 8241 5460**
- ➔ Croydon CAMHS **Tel: 020 3228 0000**
<http://www.slam.nhs.uk>
- ➔ Occupational Therapy **Tel: 020 8274 6854/50**
- ➔ Children's Physiotherapy **Tel: 020 8274 6853**
- ➔ Speech & Language Therapy Service **Tel: 020 8714 2594**
<http://www.croydonhealthservices.nhs.uk>
- ➔ Community Paediatricians **Tel: 020 8274 6300**
- ➔ Peripatetic Visual Impairment Service **Tel: 020 8760 5784**
linda.james@croydon.gov.uk
- ➔ Peripatetic Hearing Impairment Service **Tel: 020 8760 5783**
luisa.saddington@croydon.gov.uk
- ➔ Croydon Locality Early Help earlyhelp@croydon.gov.uk
- ➔ Croydon Primary Behaviour Support Team **Tel: 020 8686 0393**
- ➔ Primary Fair Access Panel **Tel: 020 8726 6162**
Valerie.Burrell-walker@croydon.gov.uk
fairaccess@croydon.gov.uk
- ➔ Parents in Partnership **Tel: 020 8663 5626**
<http://www.pipcroydon.com>
- ➔ SENDIAS (SEND Support for Parents and Carers) **Tel: 020 3131 3150**
parentssupporttherts@familylives.org.uk
- ➔ Contact a Family **Tel: 0808 808 3555**
<http://www.cafamily.org.uk/advice-and-support>
- ➔ Council for Disabled Children **Tel: 020 7843 1900**
www.councilfordisabledchildren.org.uk
- ➔ Roundabout Dramatherapy **Tel: 020 8665 0038**
info@roundaboutdramatherapy.or.uk