

# St Monica's Catholic Primary School

## Policy for Special Educational Needs and Disabilities

SENCO: Dawn Roper, currently undertaking the National Award for SEND Co-ordination. This Policy was co-produced by the SENCO, other staff, parents and the SEND governor. It should be read in conjunction with the school's SEND information.

This policy will be reviewed annually by the Governing Body and was last reviewed 24.03.15.

## Legal basis of this Policy

This Policy complies with the **Special Educational Needs (Information) Regulations which came into force on 1 September 2014 and require schools to provide information on how they make provision for children with special educational needs and disabilities (SEND)**. The Policy reflects:

Special Educational Needs and Disability (SEND) Code of Practice 2014;

Ofsted Section 5 Inspection Framework, January 2014;

Ofsted SEN Review 2010: A Statement is not enough;

Equality Act 2010;

Education Act 2011; and

Children and Families Act 2014.

## Our school beliefs and values in relation to SEND

All children are welcomed and included at St. Monica's Catholic Primary School. We value each individual and believe that the purpose of education is to challenge all children to achieve their fullest intellectual, social, emotional, physical, spiritual, cultural and moral development.

We endeavour to achieve maximum inclusion of all children (including all learners who may or may not have SEND) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

SEND may be an explanation for delayed or slower progress but is not an excuse for lower expectations. We make every effort to narrow the gap in attainment between vulnerable learners and others.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between underachievement – often caused by a poor early experience of learning - and SEND.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will have SEND and this **may** lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for such pupils. These will initially be provided through additional support funded from the devolved school's budget.

## Aims and Objectives of this Policy

The aims of our SEND policy and practice are:

- to identify and provide for pupils who have SEND;
- to secure high levels of achievement for pupils who have SEND;
- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parents and carers;,
- to ensure the timely assessment of all learners' needs so that staff are deployed and other resources allocated to achieve good learning outcomes;
- to ensure a high level of staff expertise in SEND through well-targeted and sustained professional development; and
- to foster productive partnerships with the Local Authority and other external agencies, and thus ensure a multi-professional approach to meeting the needs of all SEND children.

## Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them (see the School's current Admissions Policy).

## Identification and assessment of SEND and subsequent provision

The four areas of special educational needs are:

- communication and interaction
- cognition and learning
- social, mental and emotional health; and
- sensory and/or physical

(See page 85 of SEND Code of Practice 2014)

Children's needs should be identified and met as early as possible. Identification of need will draw on one or more of the following:

- analysis of data, including entry profiles, Foundation Stage profile scores, assessment, reading ages and other whole-school pupil-progress data;
- classroom-based assessment and monitoring arrangements;
- investigation of parents' or carers' concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services; and
- in-depth individual assessment using, where necessary, standardised assessment tools.

Where a more complex special educational need is suspected, the input of external agencies will normally be required eg Speech and Language therapist, support from an outreach worker in a Special School, an Occupational Therapist, Educational Psychologist etc.

## Provision for underachieving children without SEND

Those children identified as underachieving but who do not have SEND will be included on a detailed whole-school provision map which outlines and facilitates monitoring of all additional intervention across the School. The map helps the School to:

- plan strategically to meet pupils' identified needs and track how they are being met;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively and demonstrate financial efficiency;
- show all staff how support is deployed;
- inform parents, the LA, external agencies and Ofsted about resource deployment; and
- focus attention on whole-school issues of learning and teaching as well as individual needs, thus enabling self-evaluation.

Underachieving children without SEND will normally be supported through a combination of the following approaches.

- Quality-first teaching ie the high quality teaching a child receives in the first instance, so that all reasonable adjustments are made to teaching and learning resources to ensure all children's needs are met
- Differentiation of work
- Specialised interventions
- Withdrawal of small groups from classroom
- Withdrawal of individual children from classroom and/or specially targeted support within classroom
- Bilingual support and access to materials in translation
- Selection of resources to cater for individual needs

## Provision for children identified with SEND

Pupils will be offered additional specialised support when it is clear that they require intervention which is additional to or different from the well-differentiated curriculum offered to all pupils, i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

As for all learners, interventions for pupils with SEND will be identified and tracked on the whole-school provision map.

It may be decided that a very small number of pupils with SEND will require additional High Needs funding. Where the School can demonstrate that more than £6,000 above the Average Weighted Pupil Unit has to be spent on a pupil within any one financial year to meet his or her special educational needs, an application will be made to the Local Authority. The application would take particular account of the success criteria and SEND descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to consider the need for an Education Health and Care Plan. This would involve a multi-disciplinary assessment with health and social care professionals.

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, the School will consider whether a short-term Learning Support Plan (LSP) is required. We recognise that LSPs are no longer prescribed in the SEND Code of Practice but believe that they can be useful tool to help us focus on particular areas of development for pupils with SEND.

An LSP

- will be treated as a working document subject to continuous refinement and amendment;
- record only that which is *additional to* or *different from* the differentiated curriculum offered to all children;
- will address the underlying reasons for a pupil's difficulty with learning and not simply state targets such as "more literacy" or "more maths";

- will be accessible to all involved in its implementation, including pupils who should understand and feel ownership of its content;
- will be based on informed assessment and include the input of external agencies;
- will be designed to be easily manageable;
- will be time-limited;
- will have a maximum of four short / medium-term SMART targets set for or by the pupil;
- will state what the learner is going to learn, not what the teacher is going to teach, and will state clearly what the learner should be able to do at the end of the given time-frame;
- will include targets based on class teachers' discussion with the SENCO, with other professionals where necessary and, as far as possible, with parents/carers and the pupil; and
- will be reviewed at least termly by class teachers in consultation with the SENCO.

## Provision for children with a statement of SEN or an Education Health and Care Plan (EHCP)

Pupils with a statement of educational needs (pre-September 2014) or an Education Health and Care Plan (post-September 2014) will have access to all provision for pupils with SEND described in the preceding section. In addition, there will be an annual review of statements/EHCPs.

We will comply with all local arrangements and procedures when applying for High Needs Funding or an EHCP, and will ensure that all pre-requisites for an application have been met through ambitious SEND support funded by our devolved budget.

Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with Enfield's Local Offer for SEN (which sets out information about services and support for families with children with SEND, particularly with regard to the prescribed timescales.

## Monitoring and evaluation

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways.

- Classroom observation by the senior leaders
- Ongoing assessment of progress made by children within intervention groups
- Work-sampling on a termly basis
- Scrutiny of planning
- Teacher interviews with the SENCO
- Informal feedback from all staff
- Pupil and parent/carer interviews when setting new LSP targets or reviewing existing targets to evaluate their impact on pupils' progress.
- Tracking of pupil progress using assessment data
- Analysis of attendance records and liaison with EWO (*Education Welfare Officer*) where necessary
- Regular meetings about pupils' progress between the SENCO and the Senior Management Team
- Governors' discussions and analysis of assessment data with Headteacher and SENCO

## Management of SEND within the School

The Headteacher and the Governing Body have delegated responsibility for the implementation of this Policy to the Special Educational Needs Coordinator (SENCO). The SENCO reports regularly to the Headteacher and the governor with responsibility for SEND.

All staff in school are responsible for maximising achievement and opportunity of all learners, including those with SEND. Staff take this responsibility very seriously and are expected to adopt a positive and sensitive attitude towards all pupils at all times.

All staffing appointments to support children with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

## Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. This is done through:

- analysis of the whole-school tracking system for pupil progress;
- analysis of the whole-school provision map for all learners;
- pupil-progress meetings with individual teachers;
- regular meetings with the SENCO; and
- discussions with pupils and parents.

## Special Educational Needs Coordinator (SENCO)

In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs Coordinator (SENCO) will be a qualified teacher working at the school and will have statutory accreditation; if newly appointed, he/she will gain statutory accreditation within three years of appointment. She/he will oversee the day-to-day operation of this policy in the following ways.

- Maintenance and analysis of whole-school provision map which will identify pupils with SEND, making clear whether they are receiving SEND support funded from the School's devolved budget, receiving High Needs funding, or have been given statements or EHCPs
- Co-ordinating provision for all children with SEND
- Liaising with and advising teachers
- Managing staff involved in supporting learners who have been identified as having SEND
- Overseeing the records for all children with SEND
- Liaison (in partnership with class teachers) with parents of children with SEND
- Contributing to the in-service training of staff
- Implementing a programme of annual reviews for all pupils with a statement or an EHCP
- Arranging applications to the Local Authority for High Needs funding and/or an Education Health and Care Plan when there is evidence that this is necessary to secure appropriate support
- Monitoring the School's use of LSPs and assessing their effectiveness
- Regular evaluation of the impact and effectiveness of interventions for all learners (including those with SEND)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all learners in their class who are being tracked on the school's SEND provision map. (School managers will guarantee planning and preparation time for teachers and the SENCO to ensure that these meetings occur.)
- Liaising sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views
- Attending area SENCO network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current national, local and School issues.
- Liaising closely with a range of outside agencies to support all learners.
- Regular attendance at local network meetings.
- Commissioning of specialist advice and expertise from the LA and, if appropriate, external providers.

## Class teachers

Class teachers will liaise with the SENCO to agree:

- which pupils in their class are underachieving;
- which of these should be tracked on the whole-school provision map but do not have SEND; and
- which require additional support because of a special educational need. Some of these may require advice/support from an outside professional and, therefore, an LSP. (A small proportion of these may also require an EHCP.)

Class teachers will also work to secure good provision and good outcomes for all groups of all learners by:

- ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely additional to or different from those normally set as part of the differentiated curriculum offer; and
- ensuring effective deployment of resources, including support from teaching assistants, to optimise outcomes for children with SEND.

All staff will be trained in how to best support all children with SEND in order to maximise their achievement. Such training will form part of the School Improvement Plan and annual schedule of continuous professional development.

## **Specialist equipment and facilities**

When a need for specialist equipment or facilities or a high level of staffing support is identified, the School will fund this from the devolved budget up to the level of £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and need likely to be prolonged, the School will apply to the Local Authority for High Needs funding.

Specialist equipment (and expertise in relation to its use) will be purchased/hired/ commissioned by the school on the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

## **Partnership with parents and carers**

The school aims to work in partnership with parents and carers of children with SEND. We do so by:

- holding regular SEND coffee mornings;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform the School of any difficulties their child appears to be having;
- instilling confidence that the School will listen carefully to parents and carers and act appropriately;
- focusing on the child's strengths as well as areas of need;
- giving parents and carers opportunities to discuss how they and the School can help their child;
- involving parents and carers in the setting of targets and monitoring of progress.;
- keeping parents and carers informed and giving support during assessment and any other decision-making process;
- making parents and carers aware of the SEND advice service formally known as Parent Partnership Service ([enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)); and.
- providing all information in an accessible way, including, where necessary, translating information for parents for whom English is an additional language.

Decisions on the most appropriate interventions for a child with SEND will involve discussions between school staff, parents and external professionals. Final decisions, however, lie with the SENCO and Headteacher, duly informed by appropriate expert advice and in the light of available resources.

## Involvement of SEND pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to involve all pupils fully by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target-setting across the curriculum so that they know what their targets are and why they have them;
- review their own progress and set new targets; and
- where applicable, monitor their progress in achieving the targets on their LSP.

## Effective transition between phases

### **Nursery to reception class**

When a child is due to enter our reception class, the Class Teacher and Nursery Nurse will make a home visit and collect information. Nursery reports are usually sent direct to the School. We plan carefully to help children to feel safe and settle in. Additionally, where appropriate, the Phase Leader and Class Teacher will make a visit to the child's nursery.

### **Handover meeting between classes**

When a child moves to a new class, we organise a handover meeting between the Class Teachers and support staff from the former and the new class to ensure that there is a clear understanding of the child's needs.

We also plan transition sessions in the summer term during which children go into their new class and have a lesson with their new teacher. Thus, children can familiarise themselves with their new classroom environment.

### **Transition to secondary school**

We will ensure timely planning for transfer of a pupil to another school. In the academic year before the year in which they leave, we will offer transition meetings to all pupils with SEND (and their parents/carers), including those with statements or EHCPs, to discuss the options for the next phase of their education. Accompanied visits to other schools may be arranged as appropriate.

Support will be provided to help pupils come to terms with moving. It will be carefully planned and include familiarisation visits and counselling.

Parents will be given a reliable named contact at the next school with whom the SENCO will liaise.

## Complaints

If there are any complaints relating to the provision for children with SEND, they will be dealt with in the first instance by the Class Teacher and SENCO and then, if necessary, by the Senior Management Team. The governor with specific responsibility for SEND may also be involved. If the complaint cannot be resolved, it should be pursued through the general Governing Body's complaints procedure (see the School's Complaints Policy).



## Support services for parents

Enfield Parent Partnership Service	The Parent Partnership Service gives free, independent, confidential and impartial advice and support to parents and carers.	Phone: 0208 373 2700 enquires@enfieldparents.org.uk
Our Voice	A parent-led organisation seeking to improve services for children with disabilities in Enfield.	Phone: 07516 662 315 info@ourvoiceenfield.org.uk
Contact a Family	Contact a Family is the only national charity that exists to support the families of disabled children, whatever their condition.	Phone: 0207 608 8701 www.cafamily.org.uk info@cafamily.org.uk
Council for Disabled Children (CDC)	CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.	Phone: 0207 843 1900
Independent Parental Special Education Advice (IPSEA)	A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers.	Phone: 0800 0184016
Home-Start Enfield	Focussing on vulnerable children, Home-Start supports families with at least one child under the age of five by offering practical and emotional support, either in the family's own home and/or with group work.	Phone: 0208 373 2716 admin@homestart-enfield.org.uk
Community Parent Support Service	The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 to address concerns and issues before they escalate and become a problem.	Phone: 0208 372 1500
ConnectEd North	ConnectEd North delivers a range of therapeutic services <a href="http://ccsconnected.org.uk/connected-north-family-service/">http://ccsconnected.org.uk/connected-north-family-service/</a>	Phone: 020 8969 5305
Informed Families (IF)	Enfield's Family Information Service - run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service.	<a href="http://www.enfield.gov.uk/if">www.enfield.gov.uk/if</a>

## Local offer for SEN

Enfield's Local Offer can be found at <http://www.enfield.gov.uk/SEND>