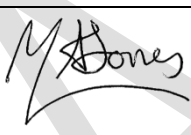




The Federation of St Elphege's and Regina Coeli Catholic Schools



Special Educational Needs & Disabilities Policy

Scope:	Federation		
Date Adopted:	Spring 2016		
This Review:	Autumn 2023	Monitoring & Evaluation Committee	Every 3 Years
Next Review:	Autumn 2026		
Approved:	EHT:		
	Governor:	T Tamplin	



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

Section 1: Our values and vision in relation to SEND provision.

We work closely with parents and children to ensure that we consider the child's own views and aspirations and the parents' knowledge and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

We believe our partnership with parents and children, begins at the start of their school journey here in the Federation. This relationship is crucial to facilitate children's development and to help them achieve the best possible educational outcomes and personal goals, preparing them effectively for transition to secondary school and adulthood.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Teachers plan for children with SEND and aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, without developing a learned dependence on an adult.

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those who identify as transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of the school's curriculum.

This Special Educational Needs and Disabilities (SEND) policy is a key document that supports the cohesive, inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through consultation with staff, parents, and governors.

It complies with statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all aspects of school life alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, Local Authorities in Sutton or Croydon and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To provide focused support for children with SEND, providing them with opportunities to learn more, remember more and apply their skills to make progress from their starting points and in doing so, achieve their age-related expectations where possible.
- To ensure a high level of staff expertise to meet pupils' need through universal, targeted training and continued professional development.
- To promote challenge, independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

DEFINITIONS

The Inclusion Teams across the Federation consist of a variety of role: DHT Responsible for Inclusion; Inclusion Manager: SENDCo. Each of these postholders are Special Educational Needs and Disabilities Coordinators (SENDCo) in our schools. Where this policy refers to 'the SENDCo', it refers any of the following roles, depending on the school in which the staff member works:

Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The school's admission arrangements are set out on the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child
or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from outside agencies.

The SENDCo, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

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Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and Disability as set out in the Special Educational Needs and Disability Code of Practice 2014, part 3 of the Children and Families Act 2014.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents or other agencies.

When teachers have exhausted the resources and strategies used for most pupils, and continue to have concerns about an individual pupil, not been registered as SEND. They are required to fill in a Cause for Concern form which will initiate a professional dialogue and any possible further action that needs to take place.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage
- Underlying medical needs

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENDCo and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEND.

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 SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely.

The SEND Register

The register provides a record of all pupils receiving additional SEND support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need/

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention, and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review, and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused so the desired benefit or difference from any intervention is clearly identified and will support the evaluation of any impact of any provision.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on individual school provision maps.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan with a review date.

DO:

Class teachers, with the support of the SENDCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important should the intervention take place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO will make a referral to the relevant specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEND Register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support and their name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEND at The Federation of St Elphege's and Regina Coeli Schools will be met by quality first teaching, interventions, and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the Sutton and Croydon SEND offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions.

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

Where applicable an Individual Health Care Plan will be issued by the school nurse. A copy will be shared with parents and relevant staff.

These IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed when there is a change in diagnosis or therapy.

Where a pupil with a medical condition also has a disability or SEND, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Should a child need medication during the school day, their parent or carer will complete a medicine administration form available at the school office (see appendix 4).

STAFF INDEMNITY

The Federation of St Elphege's and Regina Coeli Catholic Schools fully indemnifies its staff against claims for alleged negligence, provided they are acting within the scope of their employment, having been provided with adequate instruction, and are following the school guidelines. For the purposes of indemnity, the administration of medicine falls within this definition and hence the staff can be reassured about the protection their employer provides. The indemnity would cover the consequences that might arise where an incorrect dose is inadvertently given or where the administration is overlooked. In practice indemnity means the school and not the employee would meet the cost of damages should a claim or alleged negligence be successful. It is very rare for school staff to be sued for negligence and instead the action will usually be between the parent and the employer.

*Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate **Supporting Pupils with Medical Conditions at School Policy** which can be found on*

our website.

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Section 6: Transition Arrangements

Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO.

For pupils joining the school in our Reception classes the SENDCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. SENDCO and Early Years representatives will attend the LEA's transition meetings in the summer term.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

For pupils moving to secondary school or to a different school, the SENDCo will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENDCo and Governing Board, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take account any changes in the cohort of pupils with SEND.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to adapt their teaching and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The Inclusion Leads attend the termly Croydon and Sutton briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also active members of the local cluster network and strategic meetings.

Section 6: Roles and Responsibilities

The SENDCo (DHT Inclusion / Inclusion Manager / SENDCo):

The SENDCo has the day-to-day responsibility for the operation of the SEND Policy and the provision in school. This includes the management of teaching assistants who give support to individuals and groups of pupils with SEND. The SENDCo provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCo has a key role in developing positive partnerships with parents and other external agencies to fully address the needs and support progress for pupils with SEND. The SENDCo will also take a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body

The Code of Practice states that there should be a member of the Governing Board or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

*The lead governors for SEND at The Federation are **Mary Coen & Maria Eka**.*

The lead governors will meet at least termly with the Inclusion Manager to review and evaluate 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.

Other key staff who are a part of our wider inclusion team include:

Our Designated Persons for Child Protection are:

Mr Martin Jones- Executive Head Teacher
Ms Alison Cunliffe - Director of Finance & Operations
Mrs Tessa Christoforou - Head Teacher, Regina Coeli
Mr Laurence Hawkes - Head Teacher, St Elphege's
Mrs Roisin Duffy - Deputy Head Teacher, St Elphege's
Mrs Nicola Hawkes - Deputy Head Teacher, St Elphege's
Mrs Charlotte Guilmartin-Cole - Deputy Head Teacher, Regina Coeli
Mrs Michelle Spain - Deputy Head Teacher, Regina Coeli
Mrs Vanessa Laffin - Inclusion Manager, St Elphege's
Mrs Ann Glanville - Office Manager, St Elphege's
Mrs Selestine Michaels - Pastoral Support Assistant, St Elphege's
Mrs Jeselle Burke - Pastoral Support Assistant, St Elphege's
Mrs Maria Goodridge - Pastoral Support Assistant, Regina Coeli
Mrs Elizabeth O'Donnell - Pastoral Support Assistant, Regina Coeli

Our Governors responsible for Safeguarding are:

Mrs Maria Eka - Safeguarding Governor
Mr Jimi Fatoba - Safeguarding Governor
Mr Tom Tamplin - Chair of Governors

Section 9: Monitoring and evaluating SEND Provision

The schools undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the schools will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 10: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENDCo as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Sutton or Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Pupils are encouraged to tell an adult when they are feeling uncomfortable about any situation in class or in the playground. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community, we ensure our effectiveness in reducing and responding to bullying.

Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan can be found on our website

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, 2014
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions (June 2014)
- Best practice guidance for school complaints procedures 2020
- The National Curriculum
- Teachers Standards 2021
- Working Together to Safeguard Children 2018

Croydon's local offer for SEND:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Sutton's local offer for SEND:

<https://suttoninformationhub.org.uk/pages/send-local-offer>

Appendix 2: 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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

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

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy

Croydon Educational Psychology Service	Tel: 020 8604 7300
Sutton Educational Psychology Service	Tel: 020 8770 6780
Croydon Child and Adolescent Mental Health Services www.slam.nhs.uk	Tel: 0203 228 000
Sutton Child and Adolescent Mental Health Services www.swlstg.nhs.uk/our-services/find-a-service/service/sutton-camhs	Tel: 0203 513 3800
Croydon Occupational Therapy	Tel: 020 8274 6854/50
Sutton Occupational Therapy	Tel: 0208 915 6424
Croydon Children's Physiotherapy	Tel: 020 8274 6853
Sutton Children's Physiotherapy	Tel: 0208 661 3908
Croydon Speech and Language Therapy www.croydonhealthservices.nhs.uk	Tel: 020 8714 2594
Sutton Speech and Language Therapy www.schs.nhs.uk/service-children-young-people-and-families/childrens-therapy-services/childrens-speech-and-language	
Croydon Community Paediatricians	Tel: 020 8274 6300
Sutton Community Paediatricians	Tel: 020 8296 4852
Croydon Peripatetic Visual Impairment Service	Tel: 020 8760 5784
Sutton Peripatetic Visual Impairment Service	Tel: 07534525164
Croydon Peripatetic Hearing Impairment Service 5783 luisa.saddington@croydon.gov.uk	Tel: 020 8760
Sutton Peripatetic Hearing Impairment Service	Tel: 07713484842
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Sutton Locality Early Help	Tel: 020 8770 4690
Croydon Primary Behaviour Support Team	Tel: 020 8686 0393
Sutton Primary Behaviour Support Team	Tel: 020 8770 4552
Croydon Primary Fair Access Panel Valerie.Burrell-Walker@croydon.gov.uk	Tel: 020 8726 6162
Secondary Fair Access Panel Valerie.Burrell-Walker@croydon.gov.uk	Tel: 020 8726 6162

Parents in Partnership
www.pipcroydon.com

Tel: 020 8663 5626

SENDIAS (SEND support for parents and carers)
www.kids.org.uk/sendias

Tel: 020 3131 3150

Sutton Information, Advice & Support Service (Sutton IAS service)
SIASS@cognus.org.uk

Tel: 020 8770 4541

Contact a Family
www.cafamily.org.uk/advice-and-support

Tel: 0808 808 3555

Council for Disabled Children
www.councilfordisabledchildren.org.uk

Tel: 0207 843 1900

National Autistic Society
www.autism.org.uk

Asthma UK
www.asthma.org.uk