

# St. Peter's Catholic Primary School

## SEND POLICY



Policy	SEND Policy
Date	September 2022
Date of review	September 2023
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

This policy complies with the following guidance:

- Working together to safeguard children (2018)
- The Children and Families Act (2014)
- Reasonable adjustments for disabled pupils (2014)
- Supporting pupils with medical conditions (2014)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education September 2019
- The Equality Act (2010)

The relevant school policies linked to the SEND policy are:

- Accessibility Plan
- Equalities and Diversity policy
- Support Children with Medical Needs policy
- Safeguarding Policy
- Behaviour policy
- Positive Handling policy
- Teaching and learning policy
- Complaints policy

## **Introduction**

St Peter's uses the Special Educational Needs Code of Practice 2015 which gives guidance to schools and governing bodies on their responsibilities to all pupils with special educational needs.

As defined in the Code of Practice 2015, pupils have special educational needs if:

*'Their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'* (COP 2014/6.15)

Pupils must not be assumed to have special educational needs because they are slow learners or of lower ability. Children with SEND have 'significant barriers to their learning' which require extra individualised provision, often with the support from Outside Agency colleagues.

The categories of SEND, as outlined in the Code of Practice 2015 are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special educational provision means for pupils aged 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Within the outcomes of the Help Children Achieve More framework, our guiding principle is one of inclusion in which we serve to identify and break down barriers to learning.

## **Objectives of Special Educational Needs Provision**

- To ensure that all pupils with special educational needs are identified, assessed and recorded through the graduated approach and the four-part process of assess, plan, do, review, which is in line with the 2015 Code of Practice. To ensure that there is careful monitoring and assessment of pupils throughout their time at the school.
- To support early identification and intervention programmes, which will prevent later difficulties.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching, differentiated for individual pupils.
- Appropriate differentiated provision to ensure that all pupils have equal opportunities to access a full, broad and balanced curriculum from the Early Years Foundation Stage onwards, in order to achieve their full potential in all aspects of school life.

- To make reasonable adjustments for disabled children to help alleviate any disadvantages they experience because for their disability as set out in the Equality Act 2010.
- To ensure that special educational needs is reflected fully in school policies, schemes of work and planning.
- To inform, involve and support parents and carers at all stages of intervention.
- To endeavour to involve pupils in the target setting process and reviewing their SEND.
- To maximise the opportunities for pupils with SEND to participate in all the activities of school.
- To enable all pupils to experience success.
- To develop existing skills of all staff in identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

### **How we meet the objectives:**

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Literacy and Numeracy descriptors, performance against pre key stage standard descriptions and National Curriculum levels and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of Individual Education Plans for all pupils with SEN, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into IEPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupils achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Phase leader, SENCo, Class teacher
- Ensuring that class teachers of pupils from the ARP work closely with the staff in charge of the Additionally Resourced Provision to provide an inclusive curriculum
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

### **PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY IS A WHOLE SCHOOL RESPONSIBILITY.**

#### **Responsibilities**

##### **The Governing Body**

The school governors have specific responsibility to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that SEND pupils join in activities of the school, so far as is reasonably practical
- ensure that pupils' needs are made known to all who teach them
- ensure teachers are aware of the importance of identifying, and providing for those pupils who have special educational needs
- ensure parents or carers are aware of the special educational needs provision for their child

- consult the Local Authority and other governing bodies when it is necessary or desirable in the interests of co-ordinated special provision in the area
- have a governor who is designated Special Educational Needs Governor

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting special educational needs.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Right Code of Practice for Schools. The Governors will report to parents or carers annually on the implementation of their Special Educational Needs Policy.

### **The Head teacher**

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head teacher keeps the governing body fully informed and works closely with the Inclusion Managers. The Head teacher seeks out and shares best practice with the Local Authority and other schools.

### **Teaching Staff**

All teachers are teachers of pupils with special educational needs and disability and will endeavour to adapt the curriculum to meet their individual needs. All staff are involved in the development of the school's special educational needs policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. Class teachers are responsible for the progress of all in their class pupils, including those with SEND.

### **The SENDCO**

The Inclusion Manager/SENDCO for St. Peter's is Ms Catherine Burns.

The ARP Manager in the Nazareth Rooms is Mrs Sallyanne Gray and the teacher in the Nazareth Rooms is Miss Stephanie Doe.

The SENDCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Overseeing the records on all pupils with SEND.
- Co-ordinating provision for pupils with special educational needs
- Assessing the individual needs of pupils who require learning support
- Advising, supporting and liaising with other teachers and support staff in the school
- Liaising with parents or carers of pupils with special educational needs
- Liaising with other school SENDCOs/Inclusion Managers, Educational Psychologists, School Nurse, Speech and Language Therapists and other agencies.
- Contributing to the in-service training of staff.

### **Nazareth Rooms, Additionally resourced Provision (ARP)**

The Nazareth Rooms is provision within the mainstream school designed to provide specialist and targeted support for children with complex learning needs in the area of cognition and learning. The Nazareth Rooms is a 12-place provision for children within the ages of 4 – 11 years. The ARP manager is Sallyanne Gray and the teacher in the ARP is Rosie Green. They are responsible for co-ordinating provision for children within the ARP setting. There are four Teaching Assistants who support teaching and learning within the ARP. There is an admissions criteria for the Nazareth Rooms set by the Borough and Governors of St. Peter's all children in the ARP have Education, Health and Care Plan. (EHCP)

### **Admission arrangements**

All pupils who apply for admission to St. Peter's will be judged according to the admission criteria as decided by the governors. The admissions criteria for the Nazareth Rooms issued by the Borough and Governors of St. Peter's all children in the ARP have an Education, Health and Care Plan. (EHCP)

### **Accessibility**

Reasonable adjustments are made to the school environment to enable wheelchair access throughout the school premises (*reasonable adjustments for disabled children 2012*). There are accessible toilets in the infant and junior buildings. There is a stair lift at the entrance to school which can support wheelchair users if needed. The school has an accessibility plan. No child is excluded from any school activity, after school club or trip because of their SEND

needs. Extra resources will be provided to ensure they are included, as far as is practicable and safe. Further information is outlined in our Accessibility plan.

### **Allocation of Resources**

The Local Authority provides the school with funding in its school budget towards meeting pupils' special educational needs. In addition the school follows the principles of 'Best Value' to ensure efficient and effective use of their resources.

The Budget is allocated to:

- Inclusion Manager/SENDCO
- Learning Assistants
- Continuous Professional Development for teachers and support staff. To enable them to meet the needs of the pupils more effectively
- Resources

The allocation of resources within the school is based on a running annual audit of need during each academic year.

### **Identification and assessment of pupils with special educational needs**

Pupils are only identified as having special educational needs if additional or different action is being taken. They will be identified as working at significantly below age related expectations, and/or will present with issues which are proving to be a significant barrier to learning and achievement.

The class teacher may identify difficulties in one or more areas, as outlined in the Code of Practice 2015: Communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical needs

The progress made by all pupils is regularly monitored and reviewed by the Senior Leadership team and discussed at termly 'Pupil Progress meetings. Any child whose progress or current ability to achieve their potential is causing concern is highlighted to the class teacher and the SENDCO, if appropriate. These concerns are shared with the parents/carers.

All staff are responsible for identifying pupils with special educational needs. The SENDCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Please refer to 'Initial Concern' section for further details.

### **Initial Concern**

If the school or parent/carer has concerns about the progress of a pupil and suspects the child may have Special Educational Needs, the SENDCO will arrange to observe the pupil and an Initial Concern form will be started. (Appendix 4). The parents/carers will be invited in to school to discuss the concerns and to gather more information. The SENDCO will suggest strategies to put into practice.

Results of formal tests as well as teacher assessments will be used in determining whether to write an Individual Education Plan. The advice and/or support of Outside Agency specialists in undertaking additional assessments may be sought. Pupils and parents or carers will be fully involved - their agreement must be sought for any referrals.

After 4 – 6 weeks of monitoring, trying suggested strategies and information gathering, if adequate progress has not been made, or additional/different provision needs to continue, an IEP will be put in place and will be discussed with the child's parents or carers. The parent/carer will receive a copy of the IEP.

### **Pupil Profile**

Every child on the SEND Support Register has a Pupil Profile written for them. This outlines ways the adults working with them can help them achieve, how they can help themselves, how their parents/carers can help and details of Outside Agency involvement.

### **Individual Education Plans (IEP's)**

IEP's are written by class teachers, with support from the Inclusion Manager. They should contain no more than 3 'Agreed Outcomes'.

In accordance with the SEND Code of Practice 2015, parents/carers will meet with the class teacher three times a year to review SEND Support plans and the outcomes will be recorded on the IEP review form. Pupils will participate and their views will be recorded on the review form and they will be asked to sign this, along with their SEND Support Plan. The annual timetable for reviews is outlined in the class SEND folder.

These review meetings are part of the regular 'parent/teacher' consultation meetings.

Copies of all IEP's and review forms are provided by class teachers for parents/carers. Plans are signed by: the parent/carer, the class teacher and the SENDCO.

### **Discontinuing SEND Support**

When a child makes the necessary progress so that additional or different provision is no longer necessary, the class teacher will discuss ceasing the child's IEP with the SENDCO. If it is agreed an IEP is no longer required, the class teacher will discuss this with the child's parents/carers at the review meeting, or arrange a meeting sooner if appropriate. The class teacher will give the parents/carers written confirmation that the child's SEND Support plan is ceasing.

### **Education and Health Care Plans**

If a pupil demonstrates significant cause for concern, the school will request that an initial evaluation to carry out a statutory assessment is carried out by the Local Authority where the child is resident. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEND Support provision.

Any pupil with an EHC plan, in addition to termly reviews of the IEP, will have an annual review of their progress and the specific support outlined in their EHC plan. All professionals involved in the provision for a child with an EHC plan are invited to attend the meeting and/or provide a written report. After the Annual Review meeting, a report will be provided for the Local Authority.

When the pupils are due to transfer to key stage three, planning for this will be started in year 5, with parents encouraged to begin considering the secondary school options most suited to their child.

If a pupil makes sufficient progress an EHC plan may be discontinued by the Local Authority.

Parents and carers may also request that an initial evaluation to carry out a Statutory Assessment of their child's needs is carried out by the Local Authority, by contacting the Barking and Dagenham Inclusion/SEND team.

### **Behaviour support plans**

Pupils who need additional support to regulate their behaviour will have a Behaviour Support plan written by their class teacher, in consultation with their parents/carers. These are reviewed termly.

### **SEND folders**

Each class teacher has a SEND folder. The information stored includes a list of children in the class:

- Learning Assistants
- Continuous Professional Development for teachers and support staff. To enable them to meet the needs of the pupils more effectively
- Resources

The allocation of resources within the school is based on a running annual audit of need during on the SEND register, exam results and teacher assessments for those children and their current and past IEPs, plus any other relevant documentation.

### **Differentiation**

All pupils, including pupils with SEND receive support to access the curriculum through differentiation, which is detailed on teachers' planning. Differentiation may take a range of forms and may be by task or outcome, level of support, using ICT to record ideas, use of additional/different resources.

### **Using ICT to support children with SEND**

Children throughout the school have regular access to computers and I-pads to support their learning. This enables children to access a range of programs to support skills development (Purple Mash, Oxford Owl, and 2 Type), knowledge and recording of ideas (e.g. 2Connect,).

These are issued to individual children on a needs basis, as assessed by the SENDCO.

### **Pupil Participation**

Pupils will be encouraged to participate in all decision-making processes including the setting of learning targets and contributing to IEP's, discussions about choices of schools and transition processes. Pupils will be involved in these processes in the most appropriate way according to their age and needs. These may include; forms to express their views through writing or pictures; pupil interviews; using PECs cards to indicate likes and dislikes.

### **Partnership with parents or carers**

All parents or carers of pupils with special educational needs will be valued as partners and supported to play an active and valued role in their pupil's education. Initial concerns about a child will always be discussed with parents and carers.

Parents and carers are invited to meet with their child's class teacher termly to review the current SEND Support targets and discuss new ones, as appropriate. IEP's detail ways in which parents and carers may support their child's learning and development at home.

The school provides information about Local children's centres, the Heathway Centre and the Parents in Partnership Service to all parents or carers of pupils with special educational needs.

### **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school identify, assess and make Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. They also provide training to develop teaching and learning strategies. The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the school. Other Educational Psychologists also visit pupils who live out of the Borough. In addition the school may seek advice from the following agencies:

- **Barking and Dagenham SEND/Inclusion team**

- **Educational Psychologist**

The Educational Psychology Service works with schools, families and others in the care of children and young people who experience educational difficulties. The school's Educational Psychologist (EP) visits the school regularly over the course of each term. The EP completes assessments of pupils identified as causing a significant concern and liaises with the SENCO.

- **CAMHS**

CAMHS Early Intervention in Schools Programme (CEIS) is aimed at children and young people between the ages of 5 – 18 years, at risk of and/or experiencing mental health problems, through the use of evidence-based models of therapeutic and holistic mental health support.

- **Speech and Language Therapy Service**

This service monitors the progress of referred pupils and provides support programmes for school staff and parents to enable children to communicate to the best of their ability. The speech and language therapist may work with pupils who have eating and swallowing problems too.

- **Words First Speech and Language Therapy Service**

Words First Ltd provides schools with an integrated literacy and language approach to meet the needs of a wide range of children in the early years to Year 11, facing spoken and written language as well as social communication difficulties.

- **Joseph Clarke – Visual Impaired Service**

This service provides training to staff and consultation about school environment for visually impaired pupils. The outreach workers also develop specific programmes for pupils and work with class teachers to assist pupils reach their full potential. Team members make home visits in order to work with parents/carers on specifically designed programmes to stimulate their child's use of vision or compensate for lack of vision.

- **Hearing Impaired Services:**

Roding Primary School provides an outreach service to pupils which includes:

- in-class support for pupils;
- in-service training and deaf awareness sessions;
- care and maintenance of audio logical equipment;
- the practical aspects of hearing aid care and management;
- play-based activities to promote language development;
- support and advice for families;
- monitoring and assessment of progress.

- **School Nurse**

School nurses work across education and health, providing a link between school, home and the community. Their aim is to improve the health and wellbeing of children and young people. They work with families and

young people from five to nineteen and are usually linked to a school or group of schools. If your child has a particular health condition the school nurse can be contacted to draw up a Health Care Plan. The school nurse will also conduct training for staff on various different medical needs.

- **The Paediatrician**

Pediatricians are doctors who manage the health of your child, including physical, behavior, and mental health issues. They're trained to diagnose and treat childhood illnesses, from minor health problems to serious diseases. Children are sometimes referred to the child development Centre to see a pediatrician.

Please contact the SENCO, Miss Doe for further information about different specialist services. The SENCO is the person who usually coordinates the contact and works with outside agencies.

### **Links with other mainstream schools, pre-schools and nurseries**

The Inclusion Managers will liaise with the SENDCOs/Inclusion Leaders of the secondary schools during the summer term to ensure that effective transfer arrangements are in place to support pupils at the time of transfer. Pupils are also given support through transition activities within school.

Where a child is to be admitted into Reception with an EHC plan from a local pre-school or nursery, staff from the EYFS department will arrange to liaise with the child's current setting.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000. When pupils transfer to St Peter's the Clerical Administrator accesses pupils' records via a secure website

### **Transition between year groups**

Current class teachers meet with the new class teacher at the end of the summer term, for a SEND 'handover' meeting during which provision for SEND children and the details of any current Care Plans are discussed. The purpose of this meeting is to facilitate a smooth transition for the child.

Transition work for pupils with SEND, as appropriate to their needs, begins in the summer term. This work may involve some or all of the following: use of 'Social Stories'; providing photographs of members of staff and the classroom; additional time spent in the new classroom/meeting the new teacher and LSA; the new teacher and/or LSA observing and working with the child in their current class.

### **Resources**

A range of resources are located in the SENDCO's office and speech and language rooms 1 and 2, including DFE Publications – Code of Practice

Literacy

Numeracy

ICT

Communication, Social and Behaviour

Handwriting

Speech and Language

Gross/Fine Motor skills

Intervention resources

A running audit is undertaken each year and identifies areas where additional resources and support will be beneficial.

### **Medical Needs – Health Care Plans**

If a child has a medical condition which requires a Health Care Plan to be written, their parents or carers are invited to a meeting with the School Nurse and SENDCO. The Care Plan is written and copies are given to: the child's parent/carer; the child's class teacher; the Office Staff; the School Nurse; the child's GP.

Teachers must ensure they are familiar with the details in the Care Plan.

Children who may suffer extreme reactions, e.g. anaphylaxis, hypoglycaemia or seizures have a photo card displayed on the classroom medical cupboard or back of the classroom door, detailing their condition and where their medication is located. A copy is also displayed in the staff room and school office so all staff are aware.

Care Plans are reviewed annually. Copies are stored in the Class SEND Folder, the school office and in the SENDCO's office.

Children who have been prescribed Epipens for anaphylaxis are required to keep one pen in school which is kept in class in a first aid box. The box is out of reach for the children but visible for any adult who needs to find it. It is the responsibility of the parent/carer to ensure medication is in date.



(See policy on supporting children with medical needs for further information).

**Complaints Procedures**

The school's complaints procedures are set out in the school's prospectus. Under the Special Educational Needs and Disability Act 2001 parents may seek advice on resolving disagreements through the LEA Mediation Service. The school will make further information about this process on request.