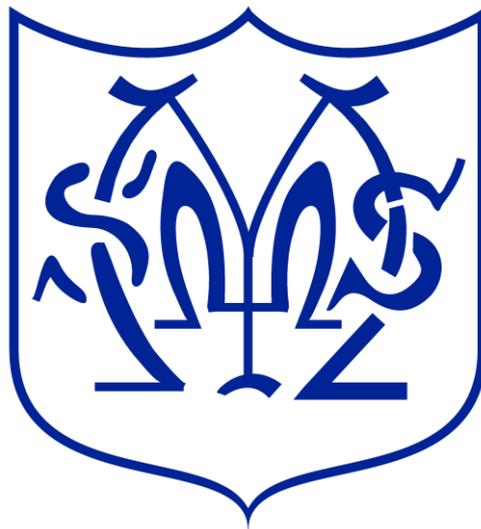


St Mary and St Michael Catholic Primary
School

Special Education Needs and Disability policy



“Learning together hand in hand with our
friend Jesus”

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Definitions.....	3
4. Roles and responsibilities	4
5. SEND information report.....	6
6. Monitoring arrangements.....	13
7. Links with other policies and documents	13

1. Aims

Our SEND policy and aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

At St Mary and St Michael Catholic Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital and all children are supported by a team of class teachers and teaching assistants. For some children there may be times when further additional support may be needed to help them achieve their targets. Our class-based teaching assistants are key to supporting children with additional needs. Parents get to know the class teacher/s and class teaching assistant/s, especially when children are younger. If your child needs more support than can be provided in the classroom then they may be supported by a member of the Inclusion Team and outside agencies.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school;
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential;

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for;
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress;
- Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy, and Outreach services;
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to give their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through the school by wider opportunities such as school council, school plays, sports teams, school trips and clubs.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

“Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.”

SEND Code of Practice (2014, p.16)

4. Roles and responsibilities

4.1 The SENCO

The SENCO and Inclusion Leader is Mr Joseph Pomeroy

He will:

- Ensure that children are included at school whatever their needs may be;
- Advocate for children who may be more vulnerable than others because of their needs, especially those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL);
- Be responsible for the coordination of specific provision made to support individual children with the above needs;
- Coordinate the Inclusion Team;
- Liaise with staff to monitor children's progress and plan further interventions where progress is slower than expected;
- Assess children's needs to establish support required;
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with the child's next education setting to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The Inclusion Team also includes:

- Early Years Educators;

- Class Teaching Assistants;
- SEND Teaching Assistants;
- Speech and Language SEND Teaching Assistant.

Other Support Available

- Place2Be School Project manager – Margarita Deligianna;
- Place2Be is our in-school counselling service which provides support for the emotional well-being of our pupils and their families. Please see the Place2Be section on the website;
- School Nurse - Susan Oneyiri;
- Our school nurse is available to support with health concerns. Please make contact with Mr Pomeroy through the school office if you wish for a referral to be made;
- Speech and Language Therapist - Dalya Samra. Dalya works in our school for one and half days a week and is able to support children that have speech and language difficulties.

4.2 The SEND governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the Headteacher and Inclusion Leader to determine the strategic development of the SEND policy and provision in the school;

The Governing Body works to ensure that SEND processes are in accordance with relevant legislation and that the appropriate external agencies are consulted and involved.

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability;

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example Literacy or Mathematics difficulties and Autistic Spectrum Conditions;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- SENDsory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

At St Mary and St Michael Catholic Primary School, we can make provision for frequently occurring special educational needs with, or without an Education, Health and Care Plan (EHCP). Decisions on the admission of pupils with an Education, Health and Care Plan are made by the local authority. The admission arrangements for pupils with or without an EHCP do not discriminate against children with disabilities or those with special educational needs.

5.2 Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At St Mary and St Michael Catholic Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors as needed who may also carry out assessments: for example: Educational Psychologist, Place2Be School Project Manager, SLS (Support for learning service), School Nurse, and advisors from Outreach Services.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and reviewed, refined and revised regularly as needed. At this point, we may have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is made, parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support. Parents of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

All parents of pupils at St Mary and St Michael are invited to discuss the progress of their children throughout the year and receive a written school report in the summer term. In addition, we are happy to arrange meetings outside these times.

Parents are met with during scheduled parent/teacher consultations, which are held three times a year. Contact is made by speaking to the class teacher either in person or by class e-mail, drop-in and information sessions, 1:1 appointments with staff regular SEND coffee mornings

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as views and experiences of parents. The pupils' views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and the parents to agree the adjustments, interventions and support that are required, the impact on progress, developments and/or behaviour that is expected and a clear date for review. Parental involvement may be sought where appropriate to re-enforce or contribute to progress at home.

All those working with the pupil including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain the responsibility even when the interventions may involve group or one-to-

one teaching away from the teacher. They will work closely with teaching assistants and the SENCo to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo or outside agencies where necessary.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupils and where necessary, their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

5.5 Supporting pupils moving between phases and preparing for adulthood

We make arrangements to ensure that any transitions are as smooth as possible for our children with SEND. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We provide support through transition in the form of group and individual visits to new schools, visits from new teachers to pupils moving on and transition support groups. Selected pupils can also be referred for specialist transition days provided by the local authority.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1:1 phonics;
- Reading interventions;
- Reading comprehension support;
- Fine Motor skills interventions;
- Speech and Language;
- Specific Learning Difficulty - SpLD interventions;
- Place2Be;
- Place2Talk;
- Emotional Literacy Support (ELSA).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work and using suitable resources to meet a specific child's learning needs;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding learning, etc;
- Adapting the learning environment or seating arrangements.

5.8 Additional support for learning

As part of our budget we receive notional SEND funding. This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case.

We work with the following agencies to provide support for pupils with SEND:

- Tower Hamlets Educational Psychology service;
- Tower Hamlets Support for Learning Service;
- Tower Hamlets School Nursing Team;
- Tower Hamlets Early Help team;
- SENCo Support forums;
- Barts Health Speech and Language Service;
- Tower Hamlets CAHMS;
- Place2Be;
- Phoenix Outreach Support.

5.9 Expertise and training of staff

Our SENCO and Inclusion Leader, Joseph Pomeroy, has one year of experience in this role and has worked as a class teacher in the school. He works full time.

We have a team of 28 teaching assistants, who are trained to deliver SEND provision.

Our aim as a school will be to ensure that all school staff are up to date with relevant training and developments in relation to pupils with SEND.

The Inclusion Leader will regularly attend local area forums to ensure we are meeting the needs of the children with regards to the local authority expectations.

In the last academic year staff have received training in many areas of SEND including: Speech and Language, Zones of Regulation, Intensive Interaction, Fun with Food, strategies for working with pupils who have autism, Encouraging Independence for pupils with SEND, Safeguarding pupils with SEND and PECs.

5.10 Securing equipment and facilities

Where the use of equipment is recommended which the school does not have, by an external advisor, we will purchase it using the notional SEND funding, through High Needs Funding where applicable, or seek it by loan.

5.11 Evaluating the effectiveness of SEND provision

Every teacher and teaching assistant is a teacher of SEND.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions;
- Using pupil questionnaires and consultations;
- Monitoring by the Class Teacher, Leadership Team and SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans.

Each review of provision for the pupil will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show if adequate progress is being made.

Provision for all pupils will be reviewed three times a year by the Inclusion Leader, Phase Leader and class teacher.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood.

All pupils are encouraged to take part in sports day and by linking with other schools in our local cluster we are able to provide SEND workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school has a lift to allow disabled access to the first floor of the school.

Our school's access plan is available on the SEND page of our website.

5.13 Support for improving emotional and social development

At St Mary and St Michael, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching in class through RE, PSHE and circle times and indirectly through individual conversations with pupils throughout the school day. For some pupils with the most need for help in this area we can also provide the following:

- Social skills groups;
- External referral to the School Nursing Team for emotional support;
- Place 2 Talk – Pupils are able to refer themselves;
- Place 2 Be – Referrals can be made by class teachers, support staff and parents;
- Emotional Literacy Support (ELSA) – Referrals can be made by class teachers;
- Referral to Early Help and signposting to external services.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At St Mary and St Michael Catholic Primary School, we work closely with other agencies to ensure that all children's needs are met in the most efficient way possible and to gain a holistic picture. We may need to make referrals to the external agencies listed previously (CoP section 5.8) as well as health and social care bodies, local authority support services and voluntary sector organisations, in order to fully meet pupils' need and to help support their families.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEND

Tower Hamlets Special Educational Needs section
 5th Floor, Mulberry Place
 5 Clove Crescent
 London
 E14 2BG

Tel: 020 7364 4880

Email: SpecialEducational.Needs@towerhamlets.gov.uk

Tower Hamlets SEND Information, Advice and Support Service

TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

5.17 Contact details for raising concerns

If a parent or carer has concerns, an appointment can be made to speak to the child's class teacher, phase leader, SENCo or the Headteacher.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.localoffertowerhamlets.co.uk/>

For parents and carers without Internet access, please contact Mr Pomeroy for further information, if required.

6. Monitoring arrangements

This policy and information report will be reviewed by our Inclusion Leader every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan;
- Behaviour;
- Equality information and objectives;
- Supporting pupils with medical conditions.