

2019

SEND Policy



Implemented: January 2019

To be reviewed: January 2021

Review frequency: Biennially

Consultation process:

SEND governor

Parents

Curriculum committee

Signed (HT)

(COG)

“In everything we do today, we’re following Jesus and his way.”

SEND Policy

Mission Statement

Following Jesus and His way, we

Aim to be the best we can be and to respect everyone. We

Inspire each other to learn, play and pray

Together as children, staff, home and Parish. We grow in

Holiness by putting Love into Action every day.

This policy has been developed in co-production with parents and carers and should be read in conjunction with the following:

- SEND Information Report
- Enfield's Local Offer
- Child Protection Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Complaints Procedure
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The SENCo is Mrs Joanne Burke who is part of the Senior Leadership Team.

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This Policy reflects:

Special Educational Needs and Disability (SEND) Code of Practice 2014;
Equality Act 2010;
Children and Family Act 2014

Rationale

At St. George's Catholic Primary, we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is an unique individual and seek to develop the whole child by acknowledging the importance of developing confidence, self-esteem and positive relationships. We aim to provide support in a sensitive, caring and consistent manner tailored to the needs of each child.

Definition of Special Educational Needs and Disabilities (SEND)

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 others of the same age, or
- Has 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 (SEND Code of Practice 0-25 2014)

Learning difficulties may be caused by:

- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Moderate learning difficulty with English and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEND support unless their medical need affects their learning or social, emotional and mental health.

Children who speak English, as an additional language (EAL) will receive additional support when appropriate but not SEND support unless they have an additional special education need.

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with schoolwork or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. At St. George's, we identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special education needs. Needs may be of a minor nature as well as serious, however all needs must be addressed so that children can progress and reach their potential.

Objectives

- To provide children with SEND with the same opportunities as all children

- To identify the needs of children and take early intervention, with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments that are tailored to meet the needs of the individual child
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records that track individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children as they progress through school
- To ensure that all staff, governors and parents/carers are aware of the policy
- To coproduce with parents/carers and pupils achievable and relevant targets for children on the SEND register

Coordination of SEND Provision

The SENCo is the designated teacher responsible for coordinating provision for SEND and all duties outlined within the SEND Code of Practice 2014. These duties include:

- Advising and promoting knowledge of a range of SEND so that staff may adequately support children
- Coordinate provision for children across the school with SEND and provide opportunities for staff to share good practice
- Liaise with parents/carers of children with SEND
- Organise in service training for staff, ensuring awareness of new initiatives and developments
- Manage support staff
- Attend SENCo Conference and Network meetings as organised by the London Borough of Enfield
- Coordinating and chairing annual review meetings for children with Education, Health and Care Plans (EHCP)
- Support staff parents/carers and children in co-producing individual education plans (IEPs)
- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary school

Admission arrangements

The majority of children start school in the September of the academic year when they turn five. Prior to starting school, children and parents/carers are invited to two pre-school sessions in July to meet their teachers. SEND pupils identified prior to starting

school will receive a home or pre-school visit from the SENCo. Class teachers, nursery nurses (NN) and Learning Support Assistants (LSA) visit all children at home as part of the settling into school routine. The school has links with all local playgroups and nurseries and will endeavour to make links with pre-schools further from the school if necessary.

Initially children attend on a part time basis coming into school for a week of mornings and a week of afternoons before commencing full time. The individual needs of children are always considered and so if children are not ready to attend full time they may continue to attend on a part time basis as necessary. Most children will be attending school full-time by the term they turn five.

Identification of children with SEND

At St. George's, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of a child with SEND may come from a number of sources. These include:

- Pre-school – liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In-school – observations made by staff and concerns in regard to gaps in achievement when measuring for assessment and tracking, reports from external agencies, reports from previous schools and standardised screening tools
- Parents – parental concerns in regard to the pattern of development or progress made

Staff can raise concerns about a child with the SENCo at any time. Using observations, assessment data and following a discussion to set out possible provision between the parents/carers, class teacher and SENCo, the child may need one of the following:

- Differentiated curriculum support in class
- SEND support

If a child requires SEND support, their special educational needs will be categorised in line with the SEND Code of Practice 2014. Parents are consulted and are given an opportunity to discuss the proposed provision to be set in place.

Pupils will only be identified as having SEND if, having received high quality, personalised teaching and appropriate intervention/adjustments, they do not make adequate progress.

A Graduated Approach to SEND Support (Assess – Plan – Do – Review)

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. This is the graduated approach called SEND support. Earlier actions are revisited, refined and revised with a growing understanding of the needs of the pupil and of what supports them in making good progress and securing good outcomes.

- **Assess** – Once concerns have been raised indicating that a child may have a special educational need, the class teacher and SENCo will consider all of the information gathered from within school and from parents about the child's progress, alongside expected progress. We will involve the pupil (age appropriate) and parents to enable us to develop a good understanding of the child's area of strength and difficulty, as well as potential next steps. Specialised assessments from outside agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist and Occupational Therapist.
- **Plan** – All teachers and support staff who work with the pupil will be made aware of the needs of the child, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's individual education plan (IEP). For most children this will be reviewed termly at consultation meetings. In some cases there may need to be more frequent meetings between teachers and parents to ensure appropriate and timely support.
- **Do** – The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching outside the classroom, the class teacher still retains responsibility for the pupil. Teachers work closely with Teaching Assistants (TA) and Learning Support Assistants (LSA) to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCo will continue to support the Class Teacher in any further assessments of the child's particular strengths/weaknesses and advising on the effective implementation of support.
- **Review** - The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed, along with the views of the pupil (age appropriate) and their parent/carers. This will feed back into the analysis of the child's needs. The Class Teacher, in conjunction with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. As stated within the planning section reviews are generally termly but in some cases there may need to be more frequent meetings between teachers and parents to ensure appropriate and timely support.

Stages on the SEND register

SEND Support - Special education needs are met within the classroom and through withdrawal interventions that are used for either small groups or individual children. Support may be sought from one or more outside agencies e.g. the Educational Psychology Service. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite interventions being in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP.)

EHCP – Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have pre-determined outcomes that the child would be expected to achieve and progress against these outcomes will be reviewed annually at the annual review meeting.

Provision for Children with SEND

Provision for children with SEND is outlined in the school's provision mapping routines. Children will be supported in class by the class teacher or class teaching assistant (TA.) In addition, children may also be taught by one of our small group teachers, higher level teaching assistants (HLTA) or learning support assistants (LSA) who specialise in maths and literacy based interventions.

Allocation of resources to and amongst children with SEND

The organisation of resources, both human and material is the responsibility of the Headteacher. The Local Authority (LA) - The London Borough of Enfield – provides the school with separate funding for:

- Predictable needs
- Exceptional needs

The funding for predictable needs is calculated using a formulaic base and issued to the school. Those children who have predictable needs are those who are on the SEND register who receive SEND Support and those with EHCPs with less than fourteen hours of support. The funding for exceptional needs comes directly from the LA for children with EHCPs with fourteen hours of more. The EHCP proposal states the number of hours of support awarded to each individual child but does not state any monetary amounts or whether support is 1:1 or otherwise.

Intervention Programmes

- Computer based Dyslexia programmes including Wordshark and IDL
- Dive into Reading
- Lifeboat
- 5 Minute Box (Literacy)
- Clicker (ICT based Literacy support)
- Speech and Language groups or individual support
- Phonic groups – Year 1
- Language for Thinking
- Number Crew
- 5 Minute Box (Maths)
- Social Skills – Lunchtime clubs for KS1 and KS2

Assessment and Review of Children with SEND

The Senior Leadership team monitor and discuss progress of all children with class teachers termly at pupil progress meetings. Children with SEND are reviewed and progress discussed. In some cases, an assessment by the school's Educational Psychologist may be required and parents/carers are fully involved in this process. The Educational Psychologist will advise the school and parents/carers on how best to meet the child's needs.

All children who are on the SEND register will have an Individual Education Plan (IEP) in place; these are generally reviewed termly at consultation appointments. Some IEPs may need to be reviewed and updated with greater regularity depending on the needs of the individual child and the type of targets contained within the plan. Where behavioural needs are extreme and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed half-termly or as deemed necessary. Looked After Children will have Personal education Plans (PEPs) in place. These plans will be produced in a meeting with parents/carers and will include short-term outcomes, provision in place to help meet those outcomes and a space for review of those outcomes. Parents/carers are provided with copies of these plans.

All children with SEND are reviewed termly, those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents/carers, and if parents/carers agree, they will no longer receive SEND support.

Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend. A notice period of six weeks is generally applied to invitations to ensure maximum attendance. Attendance of an Educational Psychologist at an annual review now requires a written request to the local authority to gain permission and this may alter intended timeframes of notice.

Access to the Curriculum and Integration of children with SEND

St. George's has an ethos, which promotes inclusion, differences and similarities are respected and tolerance and kindness to all are actively promoted via our Mission Statement. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. The school ensures access to a broad and balanced curriculum in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Classrooms are both Dyslexia and Autistic Spectrum Disorder friendly

Differentiated Learning

High quality, differentiated teaching for individual pupils is the first step to responding to pupils who have or may have SEND. Teachers plan the curriculum together at yearly, termly and weekly planning sessions. Within these sessions, detailed planning for those children who need a differentiated task or activity will be discussed. Use of targets from other year groups may need to be applied for individual learners to ensure that progress can be monitor accurately. Simplification of tasks or activities will generally follow the work carried out by other children in the class but the need to develop basic skills will also be included to support differentiated work.

Specialist Provision and Facilities

An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school. Meetings with parents/carers and outside agencies provide information on individual needs and then specialist advice can be sought to ensure a safe and secure environment for all. St. George's welcomes parent/carer input at any time to help review and update our accessibility plan. Your views maybe addressed to the Headteacher or our Health and Safety Governor Mr. A Ryde via our school office.

Partnership with Parents/Carers

At St. George's, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how leaning can be supported at home

through workshops and coffee mornings. Class teachers have an open door policy and are available at the end of the school day to discuss concerns. Appointments can usually be arranged for the next day should this be required. The SENCo and Headteacher are also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.

Complaints Procedure

Complaints from parents/carers about provision should, in the first instance, be raised with the class teacher or SENCo who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

Arrangements for In-Service Training

The SENCo attends regular SEND conferences and SEND network partnership meetings with other local schools to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the SENCo and specialist agencies e.g. Speech and Language and the Educational Psychology Service as appropriate.

Links with External Agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those, which are most commonly consulted by the school:

- Educational Psychology Service (EPS)
- Speech and Language Therapist Service (SALT)
- SWERRL - Specialist Social, Emotional and Mental Health Team
- Child Development team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy/Physiotherapy Service
- London Borough of Enfield Advisory Service
- School Nurse
- Education Welfare Service (EWS)

Links with other Schools

Transition meetings are held with pre-schools for children entering the school who have SEND support. Transition meetings are also held with secondary schools for children leaving the school who have SEND support or EHCPs.

When children transfer to or are admitted from another Primary school, their records are forwarded/requested in order to ensure continuity of provision.

We also have links with the following specialist teachers/outreach services:

- Joseph Clarke Service for the Visually Impaired
- Enfield and Haringey Teachers of the Deaf
- Enfield Autism Advisory Service based at Russet House School

This policy will be reviewed biennially.

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