



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Mission Statement



Growing in God's love.

Together we welcome and respect others.

Loving, sharing, celebrating.

Learning to be the best that we can be.

We want the St Clement's family to have the opportunity to feel valued, achieve their best and develop their spirituality and faith in a safe, secure and nurturing community with high expectations and a strong ethos. We aim to encourage a love of learning, promote opportunities to build self-confidence and respect for others, creating a firm foundation for a successful and a vibrant future.

Purpose

St Clement's Catholic Primary School is committed to a policy of inclusion, respecting and valuing the unique contribution which every individual can make to our community. We seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At St Clement's Catholic Primary School every teacher is a teacher of every pupil, including those with SEND.

Definitions of Special Educational Needs & Disability

At St Clement's we use the definition for Special Educational Needs (SEN) from the SEND Code of Practice (COP), which states that: *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.'* (DfE & DoH 2014). In addition, we use the definition of disability from the Equality Act 2010: *'...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'* (Disability Act 2010).

SEND is an umbrella term which encompasses Special Educational Needs and/or Disability.

Key Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs), formerly Statements. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND.

Contact details: senco@stclements.surrey.sch.uk Tel. 020 8393 8789

Other People with Specific Roles related to SEND

- Inclusion Governor: information available via the school office
- Designated Safeguarding Lead with specific Safeguarding responsibility: Mrs Lisa Kelly and Mrs Irma Chappell
- Governor contact for Allegations of Abuse against the Headteacher - Chair of Governors
- Safeguarding Governors – information available via the school office
- Governors for Looked After Children - information available via the school office
- Member of staff responsible for managing Pupil Premium/Looked After Children funding: Mrs Lisa Kelly
- Members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs Lisa Kelly and Mrs Irma Chappell.

How parents can access this policy

You can obtain a copy of our policy in a number of ways:

- The school website: www.stclements.surrey.sch.uk
- A hard copy on request at the school office.

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy has been written to comply with the statutory requirements set out in the Special Educational Needs and Disability Code of Practice 0-25 years (DfE & DoH, July 2014) as well as in the following related guidance, documents and policies:

- The Children and Families Act 2014;
- Departmental advice for school leaders, school staff, governing bodies and local authorities relating to The Equality Act 2010 and Schools (DfE, May 2014);
- The Special Educational Needs and Disability Regulations (HMSO, 2014);
- Statutory guidance on supporting pupils at school with medical conditions (DfE, April 2014);
- The Schools Admissions Code (DfE February 2012);
- Statutory guidance on transition to the new 0 to 25 special educational needs and disability system (DfE August 2014);
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013);
- St Clement's Safeguarding Policy;
- St Clement's Accessibility Plan;
- St Clement's Anti-bullying Policy;

Reviewed September 2019

- St Clement's Behaviour Management Policy;
- Teachers' Standards 2012, section 5.

Aims and Objectives

Aims

At St Clement's all pupils, regardless of their particular needs, receive inclusive teaching which enables them to make the best possible progress in school and to feel that they are a valued member of the wider school community. This means that:

- We expect that all pupils with SEND will meet or exceed the high expectations set for them, based on their age and starting points;
- We will use our best endeavours to give pupils with SEND the support they need;
- Ambitious educational and wider outcomes will be set for them together with parents and the child;
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre;
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities;
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the 2014 SEND Code of Practice;

Identification of Needs

The 2014 Code of Practice categorises SEND into four broad areas, giving an overview of the range of needs that should be planned for and met. The purpose of identification is to establish what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

The areas of need are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical.

At St Clement's we will identify the needs of each pupil by considering holistically both the educational requirements and the personal aspirations of the child, which are broader than his/her special educational needs and/or disability. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated, Whole-School Approach to SEND Support

Support for pupils with SEND comprises a graduated response, drawing on approaches that, in successive cycles, become more detailed and may involve more frequent review and more specialist expertise, in order to match the interventions to the pupil's SEND.

The process followed to identify and meet the needs of pupils with SEND.

Pupils are placed on the SEND Register if, in order to progress with their learning, they require '*provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*' (SEND COP 2014).

Provision for Pupils at St Clement's

- At St Clement's all teachers are teachers of SEND; we expect them to provide high quality, personalised teaching in which differentiated tasks and activities are matched to the learning needs of all pupils;
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- The progress and outcomes for all pupils are monitored on a termly basis via our pupil tracking system;
- Termly pupil progress meetings identify those pupils causing concern, and the class teacher reports on the additional support or intervention has been put in place to address this, and what progress has been made;
- The quality of teaching for all pupils, including those at risk of underachievement, is monitored on a termly basis by the Headteacher and senior leaders;
- Staff skills and knowledge are audited to ensure that INSET and other training is provided to develop teachers' understanding of SEND, and of the repertoire of strategies to identify and support vulnerable pupils.

How do we decide whether to make special educational provision?

The SEN Code of Practice (2014, 6.17) describes inadequate progress for pupils with SEND as progress that:

- 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 rate of progress (between SEN and non-SEN pupils);
- Widens the attainment gap.

Where a pupil's progress is causing concern, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, based on their age and starting points and against national data and expectations of progress. This information will include:

- accurate formative assessment;
- internal staff moderation of progress;
- the outcomes of any additional provision and any specific assessments e.g. reading.

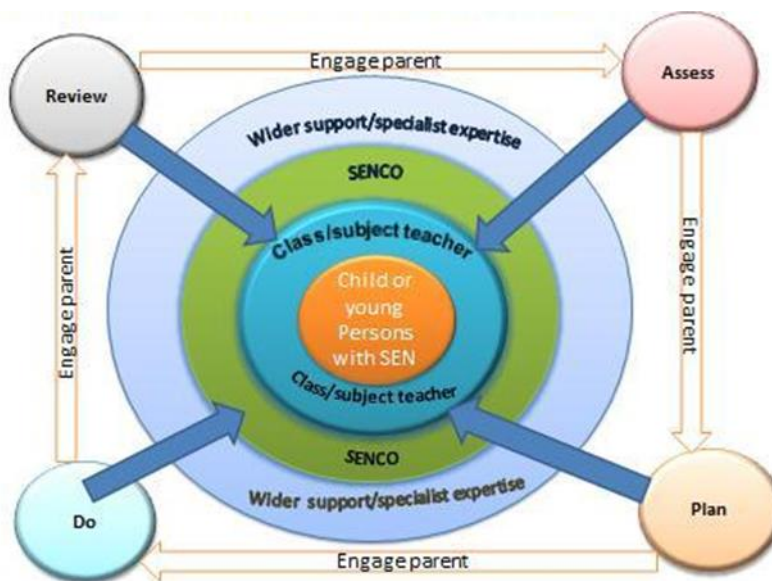
Where pupils have higher levels of need, we work in partnership with other specialist professionals and agencies to identify, assess and support us in developing effective teaching strategies. These include: Educational Psychology (EP), Speech & Language Therapy Service (SALT), Physical & Sensory Support Service (PSS) and the Specialist Teachers for Inclusive Practice Service Team.

How the decision is made to place pupils on the register

At St Clement's, we use the Surrey SEND 14 Pathway Guidance to help us to decide if children's learning needs meet the criteria set out in the SEND Code of Practice, that is, if they require '*provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*' (SEND COP 2014).

At this point, children will be placed on 'SEN Support' and, together with parents, we will build up a picture of the child's strengths and difficulties, as well as his/her aspirations, in order to develop an appropriate

programme of support from within the school's resources. The resulting plan is called a 'Pathway Plan' and it will follow successive cycles of **Assess, Plan, Do** and **Review**.



Assess: *“In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs” (6.45 COP).*

We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked and compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil (see plan section below). In some cases we will draw on the assessments and guidance from other educational support professionals and from health and social services where appropriate.

Plan: *“Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.” (6.48 COP)*

Where SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes and a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: *“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.” (6.52 COP)*

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with teaching assistants or specialist staff who provide the support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: *“The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date.”* (6.53 COP)

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support.

For pupils with an EHCP (previously those pupils with a Statement) the LA must review the plan at least annually.

How parents, families, children and young people are involved in this process

Meeting pupils’ needs effectively requires a partnership approach between home and school. Parents/ carers will be involved in meeting with the class teacher/tutor (and the SENCO, if required) each term, to set objectives and review the progress made by their child. The pupil may also be involved (depending on age and stage of development) in the process and any targets will be written in child-friendly language.

SEND Provision

What ‘Additional/Different Support’ means

There is a wide range of ways in which additional or different arrangements may be made for a pupil. Types of SEND support could include:

- a special learning programme;
- extra help from a teacher or a learning support assistant;
- making or changing materials and equipment;
- working with the child in a small group;
- observing the child in class or at break and keeping records;
- helping the child to take part in the class activities;
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with the child, or play with them at break time;
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Managing the needs of Pupils on the SEND Register

This section explains the process involved in meeting the needs of pupils on SEN Support. Each pupil is an individual and will have a programme to meet their needs.

Roles and responsibilities of key staff:

- The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- The class teacher is responsible for maintaining and updating the plan, with the support of the SENCO and other specialist agencies;
- The class teacher is responsible for ensuring that teaching assistants and other specialist staff are aware of the plan and that they have the time and resources to ensure that the provision specified in the plan takes place;
- The Assess, Plan, Do, Review cycle will link to the schedule of parent consultation events in our school so that parents/carers can be involved in the process;

- Progress against the targets in the Pathway Plan will be monitored termly, unless the child's needs or rate of progress make more frequent monitoring necessary;
- The school will use evidence-based interventions with proven outcomes to support learning needs;
- If, despite careful assessment, planning, provision and review, the school is unable to meet the needs of pupils from the school's resources, the SENCO will gather evidence from the Pathway Plan in order to request additional funding from the LA and/or an assessment for an EHCP. The school will have regard to the Surrey LA Guidance 'The Right Provision at the Right Time' which details:
 - i. the profile of pupils for whom an EHCP is likely to be necessary;
 - ii. the range of services/interventions available without the need for an EHCP.
- The SENCO is responsible for recording additional/different SEND provision, using universal, targeted and specialist provision maps and child friendly objectives which specify the expected outcomes. These will be costed, where appropriate, using the Surrey Provision Management Tool;
- The SENCO is responsible for making referrals to and facilitating the work with additional, specialist services. Proposed referrals will be discussed in advance with parents/carers and their permission will be sought to involve additional services with their child;
- The SENCO is responsible for keeping the SEND Register up-to-date and for reviewing it on a termly basis;
- The SENCO will review the School's SEND Information Report on an annual basis.

Criteria for removing a pupil from the SEND register

If a pupil makes progress that brings his/her attainment in line with age-related expectations, he/she may be removed from the SEND register. Progress will continue to be monitored on a termly basis to ensure that the pupil continues to make an appropriate rate of progress, in line with his/her age and national expectations.

Supporting parents/carers and children

These are some of the ways in which we will provide support and signpost places where parents/carers and pupils can find more information:

- The School's SEND Information Report;
- Surrey's Local Offer which includes other agencies who provide a service;
- The school's admission arrangements;
- Access arrangements for statutory assessments;
- Transition arrangements between classes, key stages and to other schools. For example: nursery and home visits prior to entry; additional/individual induction days or meetings;
- The school's policy on managing the medical conditions of pupils (see below).

Supporting pupils at school with medical conditions

St Clement's 'Supporting Pupils at School with Medical Conditions Policy' meets the requirements of the DfE guidance on supporting pupils at school with medical conditions (April 2014). We recognise that pupils with medical conditions should be supported effectively and appropriately, so that they have full access to education, including school trips and visits, physical education and extra-curricular activities.

We work with parents/carers to develop arrangements to support pupils at school with medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for

staff (see policy document).

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have a Statement of SEN, or an EHCP which brings together health and social care needs as well as their special educational provision; in this case, the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of SEND

The quality of provision that is offered to all pupils at St Clement's is regularly monitored and evaluated, helping to inform future developments and improvements. The monitoring and evaluation process includes the following:

- The governor with responsibility for SEND and Inclusion meets with the SENCO on a termly basis;
- SEND is kept under regular review through the various governor committees and Full Governing Body Meetings;
- SEND funding is subject to regular monitoring and review by the governing body's finance committee;
- School Development action planning and self-evaluation identifies areas for development;
- Whole school areas for development in SEND are linked to improvement priorities in the School Development Plan;
- External audits by the LA (e.g. SEND Monitoring visits by Babcock4S) and OFSTED inspections ensure that the school's SEND provision has rigorous monitoring using both local and national external frameworks;
- Moderation of pupil progress through SENCO networks and local partnerships supports the development of best practice in our school;
- Regular, and at least termly, meetings between the SENCO and parents/carers of pupils with SEND.

Training and development

The school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND, by:

- Auditing training needs of staff on an annual basis;
- Using the information gathered to inform planning of training sessions, which may involve in-house INSET and training for staff delivered by the SENCO, or support from external agencies such as Surrey specialist teachers, EPs, health professionals, Babcock 4S consultants;
- Facilitating and funding the development of specialist skills of individual staff (teachers and TAs) to maintain and develop the quality of teaching and provision (e.g. communication, literacy interventions) through staff attending training or receiving input at school from specialists, or via programmes such as those offered by Surrey SEND Teaching School;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND policy and practice and to discuss the needs of individual pupils;
- The SENCO's own professional development is promoted via courses and conferences, to ensure compliance with statutory requirements and to stay abreast of developments in SEND;
- The SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Reviewed September 2019

SEND information will be securely managed in accordance with the school's data protection and confidentiality policy:

- Documents are stored in a locked filing cabinet;
- Documents are stored securely until ten years after the pupil has left the school and are then destroyed;
- When a pupil moves on to another school or transitions to secondary school, SEND information will be passed on the SENCO of the receiving school.

Comments, compliments and complaints

If you have any comments, compliments or complaints about the provision or management of SEND at St Clement's, you should contact the SENCO, in the first instance. If your complaint remains unresolved, you should contact the Headteacher to discuss the issue further. As a school, we adhere to the processes described in Surrey's complaints policy document: 'Responding to concerns about Surrey County Council Schools' (Autumn 2013), accessible on the school's website.

Parents/carers can also access support via Surrey's Parent Partnership service (www.surreyparentpartnership.org.uk) or other organisations such as Independent Parental Special Education Advice (IPSEA - www.ipsea.org.uk).

Bullying

Children with SEND may be more vulnerable to bullying, and may require additional monitoring or support to ensure that they are not targeted. Please see our Anti-Bullying Policy for details of how we define and deal with incidents of bullying in our school.

Reviewing the SEND Policy

In line with all statutory school policies, the SEND policy will be reviewed by the governing body on an annual basis. It will next be reviewed in September 2020.