

St Charles Catholic Primary School



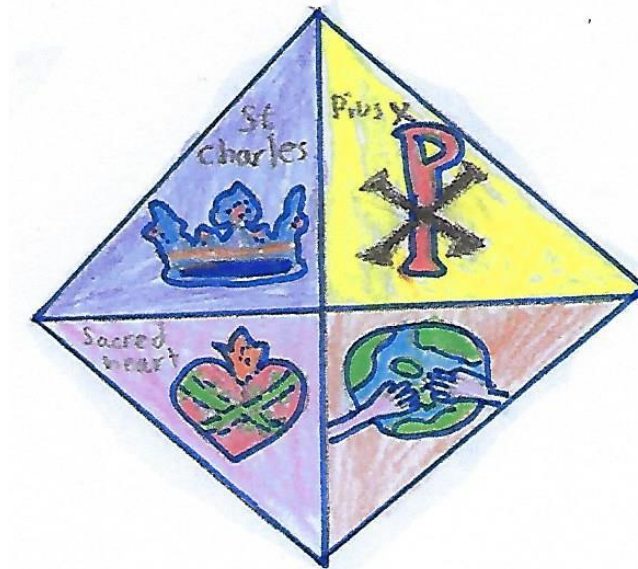
Special Educational Needs Policy

Date policy adopted by the Governing Body: Spring 2021

Date policy to be reviewed: Spring 2024

St Charles Catholic Primary school
Our Mission Statement

✠ **Love God, Love your Neighbour** ✠



(Design by Claudia 5A)

- 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
 - *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
 - *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Philosophy and Mission Statement

At St Charles we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that all staff are responsible for the education of all children regardless of their needs or abilities. Children with SEND deserve an enhanced level of resourcing to meet their needs. All children can learn and make progress, if only in small steps.

Every child has the right to a broad and balanced curriculum, including the National Curriculum, which is relevant and differentiated, and demonstrates progression and coherence.

Principles

All schools must have regard to the Special Educational Needs and Disability Code of Practice January 2015 when carrying out its duties toward all pupils with special educational needs.

The principles are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning.

Objectives of the SEND Policy

The purpose of this policy is;

- To define the approach and provision within St. Charles for children with special educational and disability needs (SEND)
- To ensure that staff are familiar with, and can use, the systems and procedures to identify, monitor, record and review progress of children with SEND.
- To ensure that parents are involved in all stages of their child's education, and that their support is valued and encouraged.
- To ensure that pupils are fully involved and encouraged to contribute to their own learning, where possible.

- To ensure that pupils with SEND have equal opportunities.
- To ensure that pupils with SEND have full access to the National Curriculum, taking into account their specific learning needs, and appropriate extra support is provided to overcome all barriers to learning.
- To outline the procedures for contacting and liaising with outside agencies.

Practices and Procedures

At St Charles we believe that all children with special educational needs should be identified and assessed as early as possible, and as quickly as possible.

Provision for all children with educational needs should be made by the appropriate agency. In most cases this will be the child's mainstream school working in partnership with the child's parents: no statutory assessment will be necessary.

Where needed, the Local Authority must complete assessments in accordance with the prescribed time limits. They must write clear and thorough Education, Health and Care Plans (EHCP's), setting out the child's educational and non-educational needs, the outcomes to be secured, the provisions to be made and the arrangements for monitoring of review. They should ensure the annual review of the special educational provision arranged for the child and update and monitor the child's educational targets.

Special educational provision needs will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age or understanding.

There must be close co-operation between all the agencies concerned and a multidisciplinary approach to the resolution of issues.

Identification and assessment

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.

The Code of Practice January 2015 outlines:

A child of compulsory school age or a young person 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 or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child's special educational needs may have been identified before they arrive at St Charles, or may be identified once they arrive, often by class teachers or parents. Identification of special educational needs at St Charles is part of the continuous cycle of assessment. We believe that early identification is of paramount importance to a pupil's educational development. Therefore children are monitored closely in the Early Years and onwards so that any difficulties are noticed and recorded at the earliest stage.

The four areas of need identified in the January 2015 Code of Practice are:

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

All schools must have due regard to the January 2015 Code of Practice for children with Special Educational Needs.

The Code recognises:

"Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

A Graduated Approach to SEND

Each teacher will endeavour to plan and deliver high quality teaching which will be differentiated to meet each pupil's individual needs.

Where it is determined by the class teacher, the SENCO, and taking into account the parent's views, that a pupil does have SEND, the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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 the views and experience of parents. The pupil's 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 that 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 parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce 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/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 responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

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 account of the views of the pupil 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. Necessary amendments will be made going forward, in consultation with parents and the pupil.

Individual Passports to Learning will be reviewed and new outcomes set in October, February and June. The outcomes will be set in collaboration with the class teacher and the SEND teachers and are based on prediction and challenge.

What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- The views and aspirations of you and your child,

- A full description of his/her special educational needs and any health and social care needs,
- Establish outcomes for your child's progress,
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

You can find information about the **Bi-Borough Local offer** from the following link

www.rbkc.gov.uk/localoffer

The Curriculum/Inclusion of pupils with SEND

Pupils with SEND will have access to a broad and balanced curriculum through the specialist SEND provision provided by the school. We aim to provide a rounded curriculum for all pupils including the most disadvantaged and those with SEND so that they achieve highly and are ready for the next stage of their curriculum. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Class teachers will ensure activities are tailored to meet all pupil's individual needs.

- Teachers make provision for SEND pupils in all planning.
- Class teachers will ensure any extra support provided for their SEND learners is an addition to their learning and does not replace the input from the class teacher.
- Class teachers will ensure they are familiar with the Code of Practice 2015.
- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream setting.
- Teachers will ensure there is a variety of pupil groupings for learning and working together in the classroom - mixed ability, friendship, interest groups etc.
- Monitoring of curriculum progress for all pupils on the SEND Register is monitored termly, and agreed targets are reviewed.
- Class teachers will ensure they work closely with outside agencies supporting the individual needs of all SEND pupils.

The class teacher has opportunities to identify needs through the assessment procedures in place throughout the school.

Subject co-ordinators will ensure that their curriculum aims to equip SEND pupils with the knowledge, skills and values they need to succeed in all stages of their education and later life. This will include opportunities to learn and use the technical vocabulary they need to express ideas and knowledge clearly. Subject co-ordinators will ensure that their subject helps children know more and remember more and there will be plenty of opportunities to make links between learning so that children will commit learning to their long term memory.

All SEND learners are considered in the wider curriculum and, where appropriate, are encouraged to participate in after school clubs, cultural activities and school visits.

The Engagement Model

The engagement model will be used to assess pupils who are working below the standard of the national curriculum assessments and are not engaged in subject-specific study at KS1 and KS2.

Pre-Key Standards Key Stage One and Two

Pre-key standards will be used to make statutory teacher assessment judgements for pupils who have reached the end of Year 2 or 6, when an outcome must be reported for school accountability purposes, but who have not completed the relevant national curriculum programme of study.

Supporting pupils with medical conditions

At St Charles we recognise pupils with medical conditions should be properly supported so that they can have full access to education, including trips and PE lessons. Please see the school policy for supporting pupils with medical conditions.

How accessible is the school environment?

We currently have:

- Ramps into school to make the building accessible to all.
- Toilets adapted for disabled users.
- Disabled lift access to our Library and Computer Suite

Working in Partnership with Parents

At St Charles we believe that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents will be able to discuss their child's progress at Parents Evenings. These take place in the Autumn and Spring terms as well as an extra meeting each term with the SENCO. Parents are encouraged to discuss their child's progress, Passports to Learning and outcomes set. Where possible, in preparation for Parents Evening, pupils will be asked how they feel about their learning and progress; this will also be shared and recorded.

If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

Parents have a vital role to play in supporting their child's education, *The January 2015 Code recognises:*

6.66 These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. Parents are also invited to attend the Annual SEND Coffee Morning to discuss their child's progress and participation at school.

Pupil Participation

The Children and Families Act 2014 recognises the importance of pupil participation with regards to their own individual need/s and with their learning.

The Code of Practice January 2015 states as part of termly meetings:

6.70 "The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation."

At St Charles, the views of the children are gathered at the same time as the Termly Review meetings. Their views are then added to their Passport to Learning, shared at parent meetings and also recorded and added to their SEND File.

If pupil participation is to be taken seriously:

- Everyone involved with children and young people must commit themselves to the challenge of ensuring pupil participation and to making it work.
- Everyone must recognise the legitimate interests of the other partners in decision-making.
- There needs to be a commitment to the long-term involvement of pupils.
- Pupils need support and encouragement to help them become actively involved.
- Teachers, teaching assistants, learning support assistants and parents may need to learn how to involve pupils actively in decision-making.
- There has to be a determination on all sides to make pupil participation work.

Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The Headteacher has overall responsibility for the policy throughout the school. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

The management of SEND is the responsibility of the SENCO, working closely with a team of designated support staff. The class teachers, SENCO and the SEND assistants plan and review together and decide the most appropriate setting for particular sessions depending on the group and the area of the curriculum being delivered.

Reviewing the policy

The SENCO will be responsible for reviewing the policy annually and make amendments if necessary.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Code of Practice January 2015

Organisation of Passports to Learning (IEPs) and Pupil Files

The SENCO will hold all details of all SEND Records for individual pupils.

SEND files are securely kept centrally, with relevant copies of information maintained in SEND class files (Purple). Access to these are limited to people who work with the children. In line with the school's GDPR policy, all files will be kept securely.

Children on the SEND list are reviewed termly-October, February and June

Passports to Learning (IEPs) are kept in the SEND Class Files and a copy kept centrally. The SEND Register is regularly updated by the SENCO.

The Governing Body

The governing body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' - the Head teacher or the appropriate governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him or her.

- Ensure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEND.
- Ensure that the pupil joins in with the activities of the school together with pupils who do not have SEND, so far as that is responsibly practical and compatible with the provision, the education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice January 2015 when carrying out their duties towards all pupils with SEND.

Class Teachers

Class teachers are responsible for the learning of all pupils in their class and the delivery of all NC subjects. They strive to meet the needs of all children and to provide a broad and balanced curriculum. They consult with the SEND department and draw up the Passports to Learning (IEPs) termly for children at any stage of the Code of Practice.

Learning Support Assistants

Learning Support Assistants (LSA's) work with children with an EHCP, with guidance from the class teacher. They help to progress children's learning and try to maintain an appropriate balance in the support they provide to avoid children becoming over dependent. They also are encouraged to participate in termly reviews.

Teaching Assistants

Teaching assistants work closely and support the Class teacher. They work generally in groups and contribute to the organisation of the class and, where appropriate, listen to readers and so on.

SEND Assistants

SEND Assistants work closely with pupils who have been identified by the SENCO who need additional weekly, half term or termly intervention to meet their termly outcomes/targets. The SENCO meets with the SEND Assistants each week to ensure pupils are progressing in their learning.

Midday Meal Supervisors

The Headteacher liaises with the Midday Meals Supervisors. They are informed about children who have SEND and who may need their assistance.

Links with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Referrals are made to a wide variety of outside agencies and parents are always informed about the referrals. We seek advice and support from these various agencies in the identification and assessment of, and provision, for pupils with SEND.

- Some of these agencies include:

The Bi-Borough Inclusion Service which consists of the Autism Advisory Team, the Sensory Support Team and the SEND Occupational Team.

The Autism Advisory Team, which provides advice and support to schools and families, enabling them to meet the additional educational needs children and young people with a diagnosis of autism.

The Sensory Support Team, which provides support to children and young people who attend our local schools and have hearing or vision impairment.

The SEND Occupational Therapy Team, which supports the functional skills of children and young people with an education, health and care plan to ensure that they can participate in daily activities linked to their educational goals.

Bi-Borough ITP-Intervention Team Primary (ITP)

The Intervention Team Primary offers support to schools and class teachers for the inclusion of pupils where behaviour is causing concern. Support for teachers includes: help with clarifying concerns, selecting appropriate strategies, developing and implementing Behaviour Intervention Plans.

Speech and Language Therapists (SALT)

The speech and language therapists work closely with the SENCO to provide pupils who need support with speech, communication and language needs.

The Child and Adolescent Mental Health Service (CAMHS)

The CAMHS Team is a local NHS support service for children and young people. The service consists of a friendly and dedicated team of professionals from a range of professional backgrounds including doctors, psychologists, nurses and other experts who can assist with understanding and supporting young people who are feeling depressed, anxious or who may have conditions such as Autism or ADHD

Behaviour and Family Support Team

The team provide direct intervention work, consultation, support, counselling and practical advice for children with learning disabilities who have emotional, behavioural or mental health problems.

SEND Health Services

Complaints Procedure

The governing body of the school has a general responsibility to parents and the LA for managing the school effectively, including establishing the aims and policies of the school, making sure that the National Curriculum is provided and taking overall responsibility for the appointment, development and conduct of the staff.

The Headteacher has responsibility for the day-to-day management of the school, taking all detailed decisions affecting the running of the school.

The complaints procedure reflects the division of responsibility between the governing body and Headteacher.

First Stage:

Any concerns you may have about your child should be addressed to the teacher in the first instance.

Please remember that it is difficult to talk with a teacher when he/she is occupied with a class or engaged with someone else.

Always make an appointment to see the class teacher where possible.

Parents can expect their concerns to be taken seriously, noted and a course of action will be decided upon and communicated back to the parent.

Most concerns should be resolved at this level.

Second Stage:

If your concern cannot be satisfactorily resolved by the teacher, then the matter should be referred to the Headteacher either through an appointment or in writing. The Headteacher will do their best to see you as soon as possible.

The Headteacher will talk over the problem/complaint, discuss it, if appropriate with the teacher and agree a plan of action with you. This will be recorded by the Headteacher, approved by all parties and co-signed by all concerned.

Third Stage:

If the problem is still not resolved to your satisfaction, you can approach the Governing Body. This will only be in the most serious instances of concern where you have gone through the previous steps and remain dissatisfied.

In these circumstances, write to the Clerk to the Governors - St. Charles RC Primary School, 83 St. Charles Square, London W10 6EB. You would expect to receive acknowledgement of the complaint within 3 days. A special committee of the governing body will be set up to consider the complaint and will reach a conclusion within four term time working weeks.

Fourth Stage:

If you are dissatisfied with the outcome, you have a right of appeal to the ombudsman.

Staffing Policies and Partnership beyond the School

Staff Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

In-service training is undertaken by members of the SEND department on an ongoing basis and the SENCO arranges whole staff training on SEND related issues on an annual basis with input from the Education Psychologist. The SENCO attends ongoing training run by the Royal Borough of Kensington and Chelsea and also Bi Borough SENCO training.

On an ongoing basis:

- Relevant SEND focused external training opportunities are planned for staff.
- Support is available through curriculum coordinators for individual subject areas.
- The SEND coordinator and Headteacher may offer advice and support and recommend further action.
- Staff meetings to discuss SEND policy and practice take place regularly.
- SEND courses are available at the QE2 Jubilee School.

Learning Support Assistants also receive appropriate training, depending on their needs and those of the children with whom they work.

The governor/s with responsibility for pupils with special educational needs also attend relevant governors training delivered by the Local Authority.

Educational Psychologist

The EP visits the school regularly to work with teachers on:

- consultation and assessment over individuals who cause concern;
- consultation and assessment over groups or classes who cause concern;
- consultation and assessment over organisational issues which cause concern.

These three levels are inter-related and lead to more effective work and a wider coverage.

All of this work is carried out according to the needs and priorities of the school through collaborative work with teachers, with the school deciding priorities. Consultation takes place with the people 'most concerned' i.e. the class teacher, parents and Headteacher. This partnership illustrates the view that the EP cannot be an effective agent of change in relation to school based concerns when s/he works alone, but he can be an effective role partner with skills and expertise to share in supporting teachers as agents of change within the school.

Links with Other Schools/Nurseries

When a preschool child is transferring from another nursery to St. Charles' nursery or reception, both the SENCO and Class teacher will arrange a transition visit if at all possible.

For Year 6 children transferring to secondary school, St. Charles participates in the borough scheme of transferring information to secondary schools. This information can include effective strategies and ideas about new individual targets.

Where children are transferring to a special school the SENCO tries to visit that school and arrange for the particular child and parents to do likewise.

Admissions Arrangements

Refer to the Admissions Policy available on the School Website or in the School Administration Office.

(3/16)