

Margaret Roper Catholic Primary School



*Caring, Learning and Achieving together
as part of God's Family*

Special Educational Needs and Disability (SEND) Policy

Review date	Autumn 2017
Next Review date	Autumn 2018

Special Educational Needs and Disability Policy

School Context

At Margaret Roper we have a school population of 243 students, of these there are 82 children with Special Educational Needs, 68 who have English as a Second Language and 11 who are Pupil Premium. We also have ** children who are working at greater depth and classed as more able.

We have a leadership team comprising of Mr D Mooney – Headteacher, Miss E Holloway, and Mrs C Garcia who are our assistant Heads. Mrs H Smith is our Special Educational Needs Coordinator.

Legislative Context

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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

A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. The SEND Code of Practice (January 2015) also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC Plan). These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Croydon that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector. The local offer can be viewed at <https://www.croydon.gov.uk/education/special-educational-needs>.

At Margaret Roper Catholic Primary School, all pupils are afforded the opportunity to develop fully, irrespective of ethnicity, ability or social background. We firmly believe our mission statement:- *Caring, Learning and Achieving together as part of God's Family.*

Aims and Objectives

At Margaret Roper Catholic Primary School, we aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2015)

As such our aims are:-

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring Special Educational Needs provision as early as possible in their school career .
- To ensure that students with Special Educational Needs and/or disabilities (SEND) take as full a part as possible in all school activities .
- To ensure that parents of students with SEND are kept fully informed of their student's progress and attainment.
 - To ensure that students with SEND are involved, where practicable, in decisions affecting their future.
 - To prepare our student for life in modern Britain.
 - We are committed to ensuring that all our pupils are treated in accordance with British and Christian values.

Special Educational Needs provision

Many students will have special needs at some time during their school life. In implementing this policy, pupils will be helped to reach their potential by addressing the challenges they face. The policy takes into account procedures used within the School which are in line with other school policies including: The Teaching and Learning Policy, Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy and others.(Policies can be viewed on the school website <http://www.margaretroper.croydon.sch.uk>)

The school is committed to helping students achieve their potential whatever their level of need. The School Improvement Plan ensures that Special Educational Needs within the School is evaluated regularly and new ideas are implemented to help each individual student. Many factors contribute to the range of difficulties experienced by some children, much can be done to overcome these by parents/carers, teachers and students working together.

Identification and Assessment of SEN

Pupils identified as having Special Educational Needs and Disability have full access to a broad and balanced curriculum and all aspects of school life. There is a whole school approach to SEN policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the SENCo, will seek to ensure that those pupils requiring different or additional support are identified as early as possible. Parents' early observations and knowledge of their child are crucial in early identification. Parents take an active part in the process and their opinions and concerns are sought to gain a good understanding of their child's needs.

Graduated approach:

The school has a clear approach to identifying and responding to SEND.

High quality teaching is essential in removing barriers to learning. The schools graduated response procedure is outlined below:

- Concerns about progress and needs of pupils are raised by the parent or class teacher.
 - The class teacher provides differentiated learning opportunities that aid the student's academic progression and this enables the teacher to better understand the provision and teaching style that needs to be applied.
- Students who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified as target children and monitored.
 - Once a student has been identified as possibly having SEND, they are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.
 - The SENCo is consulted as needed for support and advice and may wish to observe the student in class.
- The level of need for the student is then initially determined.
- Parents are included fully at every stage. If concerns are raised by teachers, parents will be informed and information will be gathered and shared.
- Termly assessment meetings with the senior leadership team (SLT) monitor and assess the progress being made by the students being monitored. These meetings can occur more frequently with the SENCo depending on the individual student's needs and progress being made.

SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

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

- Assess

Assessment involves clearly analysing the student's needs using the class teacher's assessments and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and pupils. The student's views and where relevant, advice from external support services, will also be considered. Parental views and concerns will be noted down in pupil

records along with the school's information and assessment data on how the student 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, pupils are encouraged to reach their full potential and that the interventions being used are developing and evolve 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. Class teachers will work closely with teaching assistants and relevant specialist staff to provide support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support is provided by the SENCO.

Types of Special Education Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times.

Children and young people with Autistic Spectrum Conditions (ASC) including Asperger's Syndrome and Autism along with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (Code of Practice 6.28, 2014 DfE)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (Code of Practice 6.30, 2014 DfE)

Social, Mental and Emotional Health (SMEH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attachment disorder (AD). Some children will be reacting to a significant life event outside school and may need some short term support from the school. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in school. (Code of Practice 6.32, 2014 DfE)

Sensory and/or Physical Needs

Occasionally children and young people require special educational provision because they have a disability which prevents or hinders them when accessing the physical environment.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (Code of Practice 6.34, 2014 DfE)

Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEN, their provision is planned and carried out in a co-ordinated way with the healthcare plan.

Plan

Planning involves a consultation between the pupil, parents, teachers, SENCo and any outside agencies involved. By working together an agreement on interventions and support that are required is reached that should impact on progress, development and or behaviour and a clear date for review is set. Parental involvement is sought throughout to reinforce or contribute to progress at home. All those working with the student, 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 expected outcomes. These will be shown on the Student Passport.

Student passports show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum for that child.

Do

Children who have been identified as having an educational need will be provided with appropriate support. This may take the form of

- Focused groups with in the class with the class teacher or teaching assistant.
- Focused group work out of the class with a skilled teaching assistant.
- 1:1 support from a teaching assistant or specialist teacher.
- Support from speech and language.
- Sensory circuit.
- Drama therapy

The class teacher remains responsible for working with the student on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching outside of the class.

Pupils will be supported by differentiating the curriculum to their needs, targets will be set and shared with pupil, class teacher, SENCo and parents, their work will be monitored and assessed at regular intervals to ascertain if targets are being achieved and new targets set.

Review

Reviews are undertaken in line with agreed dates. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the student and their parents. The class teacher, in conjunction with the SENCO, revise the support and outcomes based on the student's progress and development making any necessary amendments to their Student passport, in consultation with parents and the student. Parents are provided with clear information about the impact of support to enable them to be involved in planning the next steps. Review meetings are held termly for all pupils on the SEND register.

Monitoring of Provision

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- Classroom observation by the SLT and SENCo
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Individual Student Passport targets, evaluating the impact of these on pupils' progress.
- Attendance records and liaison with Educational Welfare Officer (EWO)
- Head teacher's report to governors

Referral for an Education, Health and Care Plan

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant steps to identify, assess and meet the SEN of the child or young person, the pupil has not made expected progress, the school, in consultation with the parents, can consider requesting an Education, Health and Care needs assessment. EHCP. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need is required.

The decision to make a referral to ask for an assessment for an Education, Health and Care Plan will be taken at an SEN review which will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

Health professionals

This approach is called a person-centred approach. By using this approach within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision-making. Information is gathered about the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision to assess or not for an EHCP will be made by a group of professional services at a 'person centred' review with representatives from education, health and social care about whether or not the student is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Following Statutory Assessment, an EHCP will be provided by the Local Authority, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

Role of the SENCo

The school's SENCO is a qualified teacher, member of the SLT and holds or is undertaking a National Award in Special Educational Needs Co-ordination.

The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The school's SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a supportive role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN 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 SEN

- Liaising with 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 head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Role of the SEN Governor

The school has a governor specifically with the role of overseeing SEND. Responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer in accordance with the new Code of Practice

Involvement of Parents

Close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through end of year reports, parent's evenings, review meetings and team around the child meetings. Parents can contact the SENCo by booking an appointment at the school office. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

The SENCo may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor may be contacted through booking an appointment in relation to SEND matters.

Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. In most lessons, pupils are involved in monitoring and reviewing their progress. We try to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Self-review their progress
- Monitor their success through teacher /pupil conferencing
- Attend termly review meetings/parents consultations to discuss progress

Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Admission Arrangements and Transition

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against children with a disability and we will take all reasonable steps to provide effective educational provision.

Transition planning is in place for children with SEND who will be moving year group or key stage:

- Assessment of need by current teacher
- Review meetings are held in the summer term and the next class teacher will attend
- Familiarisation visits are planned as appropriate
- The transition timeline between KS2 and KS3 commences in Year 5. Transition will be discussed and planned for in termly review meetings.

Pupils with EHCPs have next phase transition arrangements discussed at a review meetings convened by the plan coordinator. A transition timeline will be produced, with specific responsibilities identified. Pupils and parents are encouraged to consider all options

for the next phase of education and the school involves outside agencies, as appropriate, to ensure information is comprehensive and easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Accessibility

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less favourably in any way. The school has toilets suitable for disabled/wheelchair access located in the reception area, we also have a lift, located by the main stairs, to enable access to classrooms on the first floor. The school building is not all on one level and wheelchair access is restricted, in parts of the interior of the school. Other aspects of access will be in line with the Disability Discrimination Act.

Extra-Curricular Activities

Extra-curricular activities and educational visits are offered for pupils and reasonable adjustments will be made where possible to allow as many children as possible to take part. All pupils are encouraged to be part of school life and take on roles and responsibilities. Pupils views are sought throughout the school and pupil voice is acted upon.

Effectiveness of the SEND Policy – SEN Info Report – code of practice

In order to monitor and evaluate SEND provision the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the monitoring and assessment process. The Governing Body will report annually to parents on the success of the policy.

Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting age related expectations.
- Use of standardised tests.
- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice. Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

Publishing of Information

The school's governing body publishes a SEN Information Report on the school website about the implementation of the SEND policy. It is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher and SENCo. Information is gathered from different sources including student and parent surveys, teacher and staff surveys, parent consultations and feedback through review meetings. This report will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

Complaints Procedure

Any concerns can be raised initially with the class teachers, following the class teacher concerns can be raised with the SENCo, Head Teacher or governors. The Complaints policy is available on the website through the link <http://www.margaretroper.croydon.sch.uk/our-school/policies>

Links to Other Policies

This policy should be viewed in light of the Safeguarding Policy, Behaviour Policy and Health and Safety Policy and Attendance which will give details of support for administering of medicine in school, personal care needs, unwanted behaviour, avoiding exclusions and increasing attendance. Links can also be found to the Equalities policy and the Mental Health in schools policy. <http://www.margaretroper.croydon.sch.uk/our-school/policies>.

SEND STAGES CONCERN

- Concerns can be raised about progress or well-being of a pupil by the class teachers, other staff or parents at any stage
- Information is gathered from the parents, the pupil and class teacher by the SENCo
- The Class teacher is responsible for the implementation of Quality First teaching strategies within the normal curriculum framework to allow the pupil access to the curriculum
- This may include: differentiation, extra resources, group intervention, implementation of the school's behavioural policy or additional in class support
- If progress is being maintained, the pupil may remain on the concern list or be removed completely
- If there is still concern, the strategies used should be reviewed with the SENCo and if progress is still unsatisfactory, the pupil will be placed on the SEND List

TARGET PUPIL

- If a pupil falls below, is not making expected progress or is in danger of falling below Age Related Expectations they are identified as Target Pupils by class teachers and confirmed with SLT at termly assessment meetings
- Class teachers will raise concerns as they occur and share these with SLT
- The pupil is then monitored closely by the class teacher and quality first teaching strategies and intervention put in place as above
- Parents are informed and kept up to date with their child's progress at termly parent consultation meetings or meetings called by the class teacher
- Target Pupil progress is reviewed on a termly basis by the class teacher and discussed at termly assessment meetings
- If sufficient progress is made and maintained then target pupils can be removed from the interventions and taken off the target children list
- If progress is still a concern, strategies should be reviewed with the class teacher, SENCo and SLT and decisions made as to whether the pupil remains as a Target Pupil for another term or is placed on the SEND register.

- Where it is determined that a student has SEND, parents will be formally advised of this through a conference with the SENCo.
- The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning
- Their strengths and difficulties will be assessed by the class teacher and SENCo
- Their needs will fall into one or more of the 4 categories:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory or Physical Needs
- The SENCo may need to contact outside agencies for advice and support in meeting the pupils needs
- An Individual Student Passport is compiled by the class teacher with input from the SENCo, parents and pupil.
- If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process (Education, Health and Care Plan) which is usually requested by the school but can be requested by a parent
- This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required (Code of Practice 2015)