



Federation of Sacred Heart (Battersea)
and St Mary's RC Primary Schools

Special Educational Needs and Disability Policy 2018

Date:

Reviewed (date)

Signed (Chair of Governors)

Introduction

At Sacred Heart Primary School and St Mary's, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community. All children and young people are entitled to an education which enables them to make progress so that they:

- are well rounded and who feel safe and secure in their surroundings
- are happy and able to enjoy the experience of success
- are healthy and make healthy choices
- are involved in decisions about their learning and school
- are involved in decisions about their lives and their community
- are well prepared for their future.

SEND Code of Practice 2014

Educational inclusion is about equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, resident status, heritage language, impairment, looked-after status, sexuality and health, social or economic background. Particular attention is paid to the provision made for, and the achievement of, different groups of learners and different members of the community. Our aim is to be adaptable in order to meet the needs of our pupils, staff and other community members and provide the resources to enable this to happen. This refers to all areas of school life and not purely to the academic curriculum.

This policy is to be read in conjunction with our Behaviour policy. The SEN policy underpins all curriculum policies in the school.

Definition of Special Educational Needs

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 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

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority,
- are under compulsory school age and fall within the definitions above or would so do 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.

The SEND Code of Practice provides guidance on the duties of schools, local authorities and others working with children who have SEND. The Code sets out four areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and health difficulties
- Sensory and/or Physical Needs

Definition of Disability

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Special Educational Needs and Disability Admissions

As a Local Authority maintained primary school, admissions are organised and controlled by The London Borough of Wandsworth. Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Admission to Sacred Heart's Resource base is made only through Wandsworth LEA (Local Education Authority) Special Needs. A child should have an EHCP (Education Health Care Plan). The primary need should be listed as ASD (Autism Spectrum Disorder). The needs of the child will be assessed and a case put forward to Wandsworth Special Needs Assessment Section (SNAS) by the appointed Case Manager, admission will then be decided by their panel. Any request for placement in the resource base should be first discussed with the Case Manager.

Prior to starting school parents/carers of children with SEN may be invited to meet the SENDCO in order to discuss whether the provision at Sacred Heart Primary School or St Mary's is appropriate to meet the child's needs.

Roles and Responsibilities

Sacred Heart Primary School and St Mary's recognises that provision for children with SEND is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

- The name of the Sacred Heart school's SENDCO: Thohomina Chowdry
- The name of St Mary's School SENDCO: Mary Gilbride
- The name of the school's Governor for SEND: Niamh Coyne

Identification, Assessment and Provision

Provision for children with SEND is a whole school matter. The Governing Body, SENDCo and all other members of staff have important day-to-day responsibilities. The SENDCOs and teaching staff communicate regularly to ensure we are meeting those needs. We value that it is a whole school responsibility and aim for every child to reach their full potential through necessary interventions or provision maps.

Identification for SEND support

Sacred Heart Primary School and St Mary's uses the Criteria set out in the Special Educational Needs Code of Practice for the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible in their school career. If a class teacher has concerns even after providing well-structured and differentiated learning s/he should inform the SENDCO, using the appropriate referral form. These concerns may be initially discussed with the parent/carer to raise their awareness and to gain any information which may help to understand the child's needs, for example dyslexia in the family.

All information gathered will then be discussed with the SENDCO, who may suggest strategies that the class teacher could use to monitor the child's progress or behaviour for a period of time. Once this concern has been logged the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. a specific intervention or targeted support from a Teaching Assistant. The triggers for intervention could be the parent/carer, teacher's or other's continuing concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties despite strategies put in place.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCO about whether the child needs to go on the SEN register and receive SEND support.

With the parent's consent, the school may refer to external agencies such as the Educational Psychologist, CAMHS and any other assessing professionals. Up to date information about the pupil, including all previous interventions, is shared with appropriate agencies.

The Role of the Special Educational Needs and Disability Coordinator (SENDCo)

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

The SENDCO in each school, provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. The key responsibilities of the SENDCO 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 head teacher 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 SEN up to date

Our approach is based on the principles set out in the Code of Practise 2014 and they 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
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult with the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that a pupil's current rate of progress is inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers,
- prevents the attainment gap growing wider,
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers,
- matches or betters the child's previous rate of progress,
- ensures access to the full curriculum,
- demonstrates an improvement in self-help, social or personal skills,
- demonstrates improvements in the child's behaviour,
- falls significantly below age related expectation in Reading, Writing or Maths.

Interventions

When a class teacher or the SENDCo identifies a child in need of some extra support, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. These time specific interventions will give the child the opportunity to 'catch up' to their peer group.

The triggers for an additional intervention will be supported by evidence, about a child who despite being provided with differentiated learning opportunities makes:

- little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness,
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. They may also be given support from a Teaching assistant outside of the classroom in a 1-1 or small group setting to encourage the child's learning and to develop and help to remove their barrier/s. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. Wherever possible the parent and child will be invited to be part of the decision making. The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessments.

Allocation of Resources to and amongst Pupils

At the beginning of each academic year we map our provision to show how we allocate resources to each year group for SEND support. This is reviewed on a termly basis and is fluid to allow for pupils who have made sufficient progress to be removed from intervention and to allow others who have demonstrated insufficient progress to be included.

SEND support Records

All pupils on the SEN register have a SEND support Record/ Provision Map (Plan, Assess, Do, Review). The class teacher will invite the parents into school to discuss the outcomes for their child and how they will be achieved. These SEND support records must be reviewed termly with the parent (and the child if appropriate). If a pupil is making good progress the provision map review can be used to consider removing a child from the SEN register or to set new targets for the child to work towards.

Alternatively, if targets have not been met and all the required support has been in place the review will look to alter the strategies and provision in place or the review may be the first part of the process to move the pupil to an EHC Needs Assessment. There must be clear evidence in each child's records of when Support records have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the child to make progress, but also in providing evidence of the interventions by the school in the event of a move to EHC Needs Assessment.

The SEND support records/ provision maps will be recorded and it will include information about:

- the identified areas of need relating to the SEND Code of Practice
- the short-term outcomes set for the child,
- the teaching strategies and/or behaviour strategies to be used,
- the provision to be put in place,
- when the plan is to be reviewed (termly),

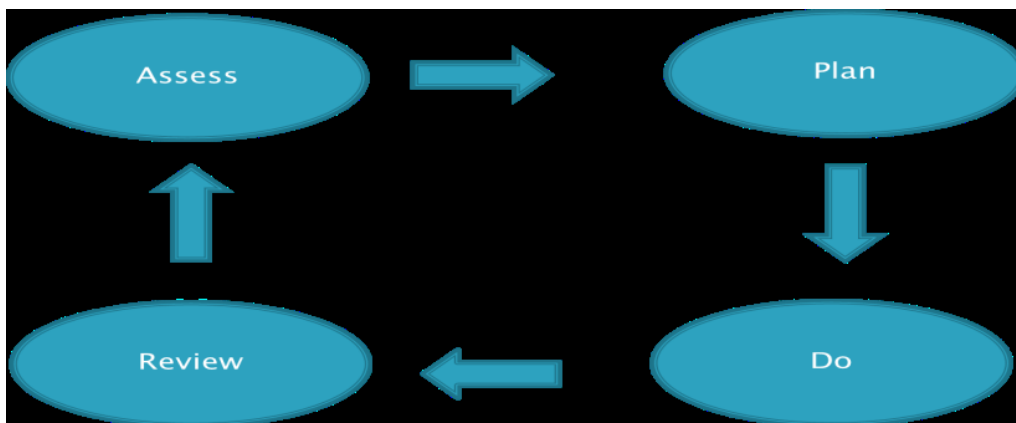
The SEND support record/ Provision Map will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a maximum of three individual outcomes that match the child's needs and have been discussed with the child and the parents. The SEND support record/ Provision Map, will be reviewed termly and parents' and child's views on their progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting provision map, for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEN Support record/ Provision map, continues to be the responsibility of the class teacher.

A Graduated Response to SEN

Identification, assessment and provision of support are key factors in success for children who have SEN. Once children have been identified as having SEN a graduated approach follows, usually on a termly basis but more frequently where appropriate.

This cycle is in line with the writing and reviewing of SEND support records.



Progression to EHC Needs Assessment

If after advice from the external agencies e.g. the Educational Psychologist and or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENDCO completes the request form for either Wandsworth or another authority (depending on where the child resides). Papers are forwarded to the appropriate Officer, who with the Panel, which meets regularly, will decide whether to proceed with EHC Needs Assessment.

Education Health and Care Plans (EHCPs)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's Special Educational Needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations

- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Where a request for this is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's Special Educational Needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEND support Plans/ provision maps.

This information may also include:

- records of regular reviews and their outcomes,
- the pupil's health including the child's medical history where relevant,
- National Curriculum levels attainments in literacy and mathematics,
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- views of the parents and of the child,

This assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHC assessment of the child's SEND is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

All children with EHC Plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school Support Plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

Annual Review of an Educational Health Care Plans

All EHCPs must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. We work very closely with the parents to support transition to secondary schools, to discuss with parents and children, the setting that will best meet the needs of their child. It will then be possible for parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SENDCO of the receiving school will be invited to attend the final annual review in primary school of pupils with statements/EHC plans to allow the receiving school to plan an appropriate Support Plan/Provision Map to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Following a Needs Assessment, the Local Authority may decide that it is appropriate for a child to have an EHCP where the needs are complex, severe and long term. The EHCP will make special educational provision to meet the SEN of the child to secure the best possible outcomes for education, health and social care.

Transitions

On joining Sacred Heart Primary School or St Mary's primary school, any pupils with identified needs will be known to the SENDCO and their information and provisions will be continued into Foundation Stage as appropriate. The EYFS (Early Years Foundation Stage) leader liaises with all other feeder settings in order to gather any relevant information about children who join us from those settings. This information is passed to the SENDCO as appropriate.

As pupils on the SEN register progress to secondary school, the SENDCO will liaise with the various receiving schools. This will include inviting the SENDCO from the secondary schools to the Year 6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools.

This will include specialist provision in the case of some pupils with statements and in these cases, visits are arranged for the receiving school to observe the child in their mainstream setting and to discuss the child with all relevant adults, such as teachers and teaching assistants.

Complaints

If a parent wishes to make a complaint about any aspect of provision for their child's needs, they are directed to the school complaints procedure which is published on the school website.