



FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS



SEND Policy

Updated by	Sinead O'Brien
Governor Responsible	Brid Daly
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Signed	

“The glory of God is a human being fully alive”

This is the goal of Catholic education; to draw out the potential in each person to the full, in a community, which recognises the centrality of Christ as our guide and inspiration. Christ speaks to us in human terms of God, by what he is, says and does.”

The Church’s Mission in Education, Cardinal Basil Hume, OSB

This document aims to provide guidance on how to identify and support children with Special Educational Needs ensuring inclusion with all aspects of school life. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and the Equalities Act 2010.

This includes gifted & talented children, although procedures for this group are specified in our Gifted and Talented Policy. It is the responsibility of each member of staff to ensure that the principles and procedures are adhered to at all times.

Children with Special Needs

Definition of terms

Up to 20% of children will have some kind of special needs during their life.

A child has special educational needs if he/she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the child’s age.

Aims

In implementing this policy we aim to:

- Evaluate strategies for the early identification of Special Educational Needs, of whatever kind.
- Have a philosophy of support and inclusion.
- Continue to develop an ethos and curriculum of appropriate teaching styles to help those that find learning difficult.

Special Educational Needs Staff

The overall responsibility of every child belongs to the class teacher. The class teacher should always be aware of, and involved in, the assessment, monitoring and reviewing of all children in their class, especially those who are Free School Meals (FSM), English as an Additional Language (EAL), and Special Educational Needs (SEND). In line with this, the class teacher should help with planning, be aware of what is taking place in the intervention groups and how their children are progressing.

Name	Role
Ellen Robertson	Head Teacher
Sinead O'Brien SLT	Deputy Head
Miriam Winer	SENCo
All TA's	Learning Support Assistants
Anna Marrinan Helen Bligh	Emotional Literacy Support Assistant (ELSAs)

Inclusion

Admission Arrangements

Children without an EHCP/Statement but with special educational needs will be admitted on the same basis as all other children provided that with modifications agreed as suitable with the appropriate advisory unit their needs can be met. We will not discriminate on the grounds of physical difficulties including hearing and sight difficulties, nor will we discriminate due to learning or behaviour difficulties including dyspraxia, dyslexia, autistic tendencies.

Facilities

Acoustic and visual challenges could arise if physically disabled children were at the school. These factors will be considered and discussed before admission and modifications made to the building if necessary and possible.

SEND Inset

All suitable opportunities for the Special Educational Needs Co-ordinator (SENCo) to attend relevant INSET will be taken. Feedback opportunities will take place at staff meetings and on INSET Days.

We will also supply whole staff training provided by the Local Educational Authority (LEA) and other specialists e.g. Educational Psychologists & Speech and Language Therapists where appropriate.

External Support

We work closely with the Inclusive Education Advisory Team who are the main support for teachers and children with SEND. We work with the Educational Psychologist, the Speech and Language Therapist and CAMHS. We also work with Occupational Therapists and Pediatricians.

Links with other Educational Establishments

We maintain a high level of liaison with any schools that are involved in the transfer of children both before reception and during secondary transfer. Reports and records are passed promptly between all settings both orally and in written form.

Allocation of Resources

The school allocates a considerable amount of its budget to the provision of resources to meet the needs of children with SEND. This contributes to some of the teaching assistant provision and a budget to purchase resources.

The teaching assistant time can be used by the class teacher for whatever they choose including supporting the SEND children in their class. Children at SEND support level may receive individual or very small group teaching from an additional teacher or teaching assistant.

Curriculum Balance

Our aim is to ensure that, through differentiation, children with SEND should have access to a full and broadly balanced curriculum with minimal withdrawal from class activities. We aim to teach using a variety of teaching and learning styles. Plans are differentiated to meet the needs of all children.

Integration

Children with SEND are fully integrated in all school activities unless physical disability would make participation a hazard to themselves or others.

It is the policy of this school to keep an internal record of initial concerns. This means children who may be encountering mild difficulties are monitored although the concern is not at a level where school action is required.

Identified children are initially supported through a differentiated curriculum in class prepared by the class teacher and delivered by the class teacher or teaching assistant (TA). If after a short time, a term at least, the child is still not making adequate progress a discussion takes place with the class teacher and SENCo and parent, the child will be moved onto SEND support

The SEND Register is kept electronically by the SENCo and updated termly with key information pertaining to the child

Identification, Assessment and Provision for children with SEND

Stages of Special Educational Needs Provision:

1) Initial action

Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will initially consult the Inclusion Leader to attempt to identify cause or gap in learning which is restricting the child's progress. Together they will develop initial strategies/ interventions to support progress. The key to identifying what a child is first identifying what they can do and working from there.

We recognise that some difficulties in learning may be caused or made greater by the school's learning environment and or relationships. The class teacher will therefore look at the following matters in order to decide whether these could be developed to enable the child to learn effectively: classroom organisation, teaching materials, teaching style and differentiation. These strategies are used to support all children with a variety of special needs and disabilities.

All strategies will be monitored for progress and given a clear date for review.

If this intervention does not lead to adequate progress, the class teacher will review, with the SENCo the strategies which have been used. 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 the child is not making adequate progress.

Adequate progress can be defined as follows:

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

2) SEND

If after the initial support and intervention a child does not make progress and falls into the following definition they will then added to the SEND register.

Children have a special educational need if they have a learning difficulty in the classroom that calls for special educational provision to be made for them.

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.

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

When a child has been identified as having special education needs, and requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, the child's name and details will be placed on the school's Special Educational Needs Register, which is reviewed and up-dated termly. Information on the interventions that are considered part of the school's usual differentiated curriculum is included in the School Provision Map (Appendix 1). The triggers for intervention are underpinned by evidence through assessment, about a child who shows any of the following:

- 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.
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- 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.

For assessment purposes it will be important to notify the parent/carer of the child of the ongoing concerns and seek permission to request support from outside agencies.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised support plan. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

Inclusion and provision of support

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in assemblies and school productions and have access to the wider curriculum. Children with special educational needs should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a short-term solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured. This will include:

- Small group withdrawal with a teacher or teaching assistant, using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities. It may be appropriate for the child to have a SEND support plan or IEP (Individual Education Plan) Appendix 2

- **This will include :**
- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when the support is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and wherever possible, the child will be involved in the review and target-setting processes.

3 A request for support from external services

The triggers for support from external services

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for significant support from external services is likely to follow a decision taken by the Inclusion Manager and colleagues in consultation with parents, at a review of the child's SEND.

4) Educational Health Care Plan

For most children the help school can give is enough to meet their needs but a small number need more help than school can provide. A request for statutory assessment can be made by the school to the local authority. The school follows the LA's guidelines in making this request.

The assessment will involve the pupil, parents, carers, teachers, TAs LSAs and all outside agencies otherwise known as Team Around the Child (TAC). If the assessment shows that a child does need more help than the school can provide, then the LEA will make an Educational Health Care Plan (EHCP).

Once the EHCP is finalised, it is a legal document and specifies the nature of the child's SEND, the SEND provision from the LA and the school, the objectives to be met, arrangements for monitoring progress, the type of school, non-educational needs with non-educational provision.

The School follows the LA guidelines for implementing the EHCP. These include holding a meeting to which parents, professionals and relevant school staff are invited:

1. Within the first two months after a new EHCP is issued, to set targets and discuss strategies to be used.
2. To annually review the EHCP. The feelings and opinions of the child and parents and Team Around the Child (TAC) will be sought before the meeting. The review will focus on what the child has achieved as well as on any difficulties that need to be resolved, and any changes that need to be made to the wording of the EHCP.
3. Children with an EHC plan will have a pupil profile which reflects the child's aspirations, strengths and needs. The pupil profile will be reviewed annually.

Involving Children

All children should be involved in every stage of the procedures including review meetings, setting targets and reviewing targets where possible. We recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them.

If appropriate, children are invited to the SEND support plan review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

Partnership with Parents

The school recognises that parents are the primary educators of their children and is keen to support them in forming their children for life. Partnership with parents plays an essential role in enabling children with SEND to make progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better.

Parents will be informed immediately and involved if the school feels that their child may have special educational needs by being invited to a meeting with the class teacher and SENCo to set up an Individual Educational Plan. If a child is on the SEND register and therefore has an SEND support plan, parents will also be invited to termly reviews with the class teacher and SENCo to discuss their child's progress and SEND support plan targets. Home / school diaries may also be used to increase dialogue and monitor progress between parents and teachers. The SENCo is available during parent-teacher consultations. In addition, parents are invited to meet the SENCo formally (by appointment) or informally to discuss their child's needs.

Admission and Transition

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met. Phased entry may be helpful to ensure smoother transition. Records will be sought from previous schools/nurseries and meetings held if appropriate.

At the end of each school year, class teachers meet to share and pass on essential information and records (including most recent SEND Support Plans, relevant reports and chronology of support) about children with SEND.

When a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer. Inclusion Managers from secondary school are invited to the summer term SEND meetings to aid the transition process.

Staffing and Funding

The SENCo has an annual budget agreed by the head teacher and governors to provide resources and materials to support children with SEND.

Inset and staff development

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children.

Training sessions are held for staff to address and identify needs.

The SENCo attends necessary training, as well as Haringey forums and conferences and triad meetings with cluster group schools. Information from these are shared with relevant parties e.g. staff, governors.

Staff are encouraged to share skills and develop an understanding of different interventions through regular meetings.

Complaints

The school follows the Catholic Education Service complaints policy. Copies are available from the school office.

Appendix 1 School Provision Map

Area of need	Assessment	Provision in class	Provision out of class - group support	Provision out of class individual support
Communication and Interaction (including autistic spectrum disorders)	Speech and language checklists Formal / informal assessments of work – Advice from SALT	Modelling by adult Preparation of children before session Visual supports Step by step tasks Quiet places to work Visual timetables Clearly labelled resources Short simple instructions Explain changes of routine in advance Direct, concrete questions at appropriate level Support through use of writing frames, templates, mind maps Immediate and individualised reward systems Communicate in Print software Reduce information carrying words – simple instructions Processing time Support oral work with talk	Speech and language therapy recommended programmes Social stories	Language support/Speech and language therapy recommended programmes Individual work station Individual timetable as appropriate Social stories Lego Therapy
Cognition and learning	Phonological Assessment Teacher Assessment Specialist professional	Pre teaching of key vocabulary and concepts Use visual and kinaesthetic learning e.g. pictures, diagrams, practical equipment, photographs, objects, moving/doing, multilink Use of ICT e.g. word processing, Avoid copying from board Repetition of instructions using visual prompts to support Processing time Communicate in Print software Pre-teaching and reinforcement of learning including overlearning Scribing Scaffolding – writing frames and templates, key words, paragraph openings, clue cards Mnemonics to aid recall Extra time Strategies to improve organization e.g. diaries, checklist Study aids e.g. highlighter, post-its Line tracker to follow text Visual reminders e.g. b/d confusion Learning wall – key vocabulary	Reciprocal teaching Writing group Comprehension group Vocabulary groups Pre-teaching	15 minutes a day reading 5 minute box (Literacy and Maths) Toe by Toe Other programmes as recommended by outside agencies e.g. educational psychologist

Behavioural, emotional and social development	Emotional/behaviour charts	<p>Appropriate seating of pupil</p> <p>Quiet places to work</p> <p>Fiddle objects</p> <p>Use of timers</p> <p>Planned reward system</p> <p>Home-school communication book</p> <p>Visual reminders of classroom rules</p> <p>Use of language of choice</p>	<p>Circle of friends</p> <p>Secondary transfer group</p> <p>Play Therapy</p> <p>Alex Kelly social, friendship, anger management.</p> <p>ELSA support</p>	<p>Bishop Harvey Family Services Designated individual time/mentoring with named adult</p> <p>Emotional charts</p> <p>CAHMS and Early Help Services</p>
		<p>Visual prompts to support tasks</p> <p>Scaffolds e.g. writing frames, word mats</p> <p>Tasks with clear goals, outputs and timescales</p> <p>Golden Time</p> <p>Class rules</p> <p>School behavior policy</p> <p>Circle time</p>		
Sensory and/or physical; including hearing impairment and visual impairment Medical	<p>Observation of fine / gross motor skills.</p> <p>Checklists</p> <p>PE</p> <p>Observation G.P. and / or Community Pediatrician</p> <p>School Nurse</p> <p>Hospital consultants</p>	<p>Use of laptop</p> <p>Pencil grips / triangular pencils and pens / left-handed scissors / rulers with handles. Special lined/larger lined/squared paper</p> <p>Slanting board</p> <p>Scribing</p> <p>Appropriate seating</p> <p>Appropriate lighting e.g. where a pupil can see the teacher</p> <p>Minimal background noise</p> <p>Support oral instructions with visual prompts</p> <p>Modelling</p> <p>Writing frames and vocabulary lists</p> <p>Large print (12-14 Arial)</p> <p>Specialist exercise books</p> <p>Tactile activities e.g. play-dough</p> <p>Fine motor practice, e.g. threading, tracing, small construction</p> <p>Visual perceptual activities e.g. spot the difference, complete the picture, copying</p>	<p>Fine motor skills group.</p>	<p>Physiotherapy/Occupational therapy recommended programmes</p> <p>Visual Impaired Team Support</p> <p>Hearing Impaired Team Support</p>

Appendix 2 SEND Support Document

SEND Target planning and review meeting.

Pupil Name:		Date :	Year Group:
Primary Area of Need (PAN):			
Key background information:	Teacher:	Parent:	Inclusion Manager:
Professionals involved:			

Summer/Winter Term

Progress data taken from Target Tracker.		
Reading:	Speaking & Listening:	Daily reading support
Writing:	Numeracy:	

No. of outcome	Short term targets (each step may need more than one target)	What needs to happen to help me achieve this outcome (strategies / interventions)?	Who will do it?	How often? (frequency and duration) Resources required								
1	BASE:1/5											
Measure of impact at the start:		1	2	3	4	5	Measure of impact at review date:	1	2	3	4	5
No. of outcome	Short term targets (each step may need more than one target)	What needs to happen to help me achieve this outcome (strategies / interventions)?	Who will do it?	How often? (frequency and duration) Resources required								
2	maths											
Measure of impact at the start:		1	2	3	4	5	Measure of impact at review date:	1	2	3	4	5
No. of outcome	Short term targets (each step may need more than one target)	What needs to happen to help me achieve this outcome (strategies / interventions)?	Who will do it?	How often? (frequency and duration) Resources required								
3												

Measure of impact at the start:	1	2	3	4	5	Measure of impact at review date:	1	2	3	4	5
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SMART - A smart target needs to be Specific, Measurable, Achievable, Realistic and Time limited. Our targets time limit is a school term for each target, we aim for all targets set to be realistic about what your child can achieve in this time. We measure progress over this time to make sure that interventions are supporting your child's learning. Our measurable sliding scale will give us an indication of the small steps of progress your child may achieve

Rating Scale for baselines and review:

1. *Child not yet able to achieve - adult is introducing target*
2. *Child is beginning to respond to target, but only with a high level of adult support and not able to yet achieve independently*
3. *Child achieves target intermittently with some difficulty and adult support*
4. *Child achieves fairly consistently, only occasional difficulty/occasional adult support*
5. *Child achieves target consistently, without significant difficulty or need for adult support*

PAN Target - it is important to make sure we have a clear target for your child's primary area of need. Sometime there will be two or three for this; sometimes there will be targets for other areas also.