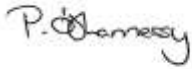




FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS



SEND Policy 2024

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Governor Responsible	Magdalene Amponsah
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Signed	 <i>Magdalene Amponsah</i>

"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

Inclusion policy: Special Educational Needs & Disability

Introduction

At St Peter's and St. Gildas' we are committed to providing high quality education to local children without prejudice. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. This includes those identified as having special educational needs or disability (SEND). We believe that all children should be equally valued in school and be fully included in all aspects of school life. We do not tolerate prejudice or discrimination and we endeavour to create an environment in which all children can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We realise that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

This policy should be read together with other relevant school policies: *Pupils with medical needs, Behaviour, Care, control and restraint, Anti-bullying, Child protection, our Equalities scheme, Induction & transition procedure, Anti-racism plan and Pupil premium* document.

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1 Aims and objectives

We are committed to Inclusion.

We aim to create a sense of community and belonging and to offer new opportunities to children who may be experiencing difficulties. To this end we will respond to children in ways that take account of their various life experiences and needs. We aim to:

- a. Ensure that the school meets its duties with regard to the Children and Families Act 2014, chapter 6, and the *SEND Code of Practice: 0–25 years* (2014) and that guidance is implemented effectively across the school.
- b. Ensure equality of opportunity for, and elimination of prejudice and discrimination against, all children regardless of their specific needs.
- c. Ensure that children with SEND are warmly accepted by all members of the school community and that we have excellent SEND and Inclusion provision used by teachers and parents/carers.
- d. Provide full access to the curriculum through differentiated planning by class teachers, additional provision and support staff as appropriate, except in rare cases where the curriculum is disappplied through an Education, Health & Care Plan (EHCP) and a personalised curriculum is followed.
- e. Provide specific input matched to individual needs in addition to differentiated classroom provision for those pupils identified as underachieving or having SEN at SEN Support or via an EHCP.
- f. Ensure that we are able to meet the needs of all the children who attend our school.
- g. Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and lifelong learning.
- h. Continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- i. Involve parents/carers at every stage in plans to meet their child's additional needs.
- j. Involve the children themselves in planning and in any decision-making that affects them.

2 Admission and transition arrangements

We welcome children with SEND as we do all other children. Our Induction and Transition Procedure document clearly sets out arrangements for admission and progress through the school.

2.1 We welcome children with EHCPs provided that we can adequately meet their needs without adversely affecting the education of other children at the school. In these instances, following consultation with the school's Governing Body (GB), the LA takes the decision as to whether to name the school on the EHCP.

2.2 Children with EHCPs apply for secondary schools using a different route from their peers, making choices where the family and pupil consider their needs can best be met. Once the school has been decided upon, a transition plan is arranged which includes close liaison between the schools and a transfer of the records.

3 Learning and the curriculum

We believe that no child should be excluded from any learning activity due to physical impairment or learning difficulty unless exclusion is clearly of benefit to that individual. We ensure that:

- a. All children have access to a balanced and broadly-based curriculum; we use the flexibility in the National Curriculum's programmes of study to suit each child.
 - b. Learning is absorbing, rewarding and effectively delivered and the teaching styles are diverse.
 - c. Staff work to prevent the children they are supporting being isolated by encouraging peer tutoring and collaborative learning.
 - d. Schemes of work and policies for each area of the curriculum are in place and are differentiated to assure appropriate levels for all pupils.
 - e. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate.
 - f. Children with physical impairments or learning difficulties access the curriculum through specialist resources, such as ICT, as appropriate.
 - g. Extra-curricular activities, including extended services, are barrier free: they do not exclude any pupils.
- 3.2 We provide information in formats other than print for children who need it. We adapt printed material to help children with literacy difficulties or impaired vision or we ensure that they are helped by pairing them with other children or adults.
- 3.3 We provide alternatives to paper and pencil for children unable to write (e.g. dictation programmes on an iPad) or we ensure that they work collaboratively with other children or are supported by adults.
- 3.4 We use a range of assessment procedures within lessons (e.g. taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

(See also our *Accessibility plan*.)

4 Identification and assessment

Some children's special educational needs have already been identified in early years' settings or by health professionals before starting school. Once at school, referrals to the Child Development Centre can be made by the school or by parents via their GP.

4.1 Pupil Progress meetings are held each term between the class teacher, SENDco and Headteacher. Concerns are raised if any child shows a lack of progress in spite of carefully tailored teaching and support, or attainment levels are significantly below those expected of their peers. However, slow progress and low attainment do not necessarily mean that a child has SEN and do not automatically lead to a pupil being recorded as having SEN. Between these scheduled meetings, class teachers will consult the SENDco if they have any concerns about a child.

4.2 Following these meetings a child may be identified as having special educational needs. In these cases, a meeting will be arranged with the parent/carer, SENDco and class teacher to discuss and plan suitable interventions and targets. When decisions are made to provide children with SEN support, their names are placed on the Additional Educational Needs (AEN) register.

4.3 The purpose of identifying a child with a special educational need is to work out what we need to do next, not to fit a child into a category. However, we broadly consider SEND in the 4 categories outlined in the 2014 Code of Practice:

- communication and interaction difficulties
- cognition and learning difficulties
- social, emotional and behavioural difficulties
- sensory and/or physical needs

4.4 SEN Support may include the involvement of specialist services, e.g. the Speech and Language Service, as they can offer the school advice about targets and strategies, specialised assessment or direct work with the children. They may also be involved in the planning, monitoring and reviewing of the children's progress.

4.5 In order to access the services of other professionals, the school is required to complete relevant referral forms or, for more complex needs, one for an EHCP. Parental consent will always be sought except in cases involving child protection.

4.6 If a parent has a concern about their child's progress or another aspect of their development, they can meet with the class teacher and SENDco and, where deemed appropriate, this may involve referral to external agencies.

4.7 Parents/carers are always asked to contribute to the review process and their views are valued and recorded. We work with parents to identify strategies that work for them and/or their child at home, and where appropriate, we try to use these strategies in school.

5 SEND provision and allocation of resources

The SENDco, together with the class teacher, is responsible for co-ordinating the day to day provision for children with SEND.

5.1 SEND support is primarily delivered by class teachers through high quality differentiated teaching methods and, where possible, the support of trained Learning Support Assistants (LSAs). All support is based on the, 'Assess, Plan, Do, Review', model and is overseen by the SENDco.

5.2 Children identified as having additional needs will have a Learning Support Plan (IEP) where this is considered beneficial. Near the beginning of each term, the class teacher meets with parents of children with an IEP together with the SENDco, the child (where appropriate) and relevant support staff. During the meeting any previous targets are reviewed and areas for new targets discussed with the parents and child. Subsequently the class teacher and SENDco put together a new IEP which summarises key points from the meeting and proposes new targets aimed to develop the child's learning (or behaviour) incrementally in line with the particular need.

5.3 The IEP targets are multi layered to ensure progressive and continual challenge. A variety of strategies are incorporated including activities that could be conducted at home. The views of the parents and child are sought and incorporated in the plan.

5.4 IEPs are kept in a personalised folder for each child, in the classroom. Targets are shared with the child. Each time the child meets the target it is recorded on the IEP and, when ready, they progress to the next level of challenge.

5.5 Throughout the procedure, support staff, class teachers, the SENDco and outside agencies liaise and share developments to ensure correct assessment and best practice.

5.6 Each year we map our provision to show what is available across the school and to ensure that children's needs can be met across all ages and areas of SEND. The progress of children is closely monitored before and after an intervention to measure the efficacy and value for money.

5.7 The school has set up a quiet room for vulnerable children who may find outdoor play challenging and need a different approach. Adult-led organised games take place in the playground four times a week.

6 External services

The LA has a range of professionals who can support the school on all matters relating to inclusion.

6.1 The Educational Psychologist (EP) meets with the SENDco at the beginning of the year to review the EP's involvement over the previous year and plan for the next. Together they discuss the progress of children with Plans, those previously referred to the service and children who are currently causing concern. Shorter review meetings take place at the start of the spring and summer terms. Other than these meetings, the cost of 1-to-1 meetings, assessments or interventions by an EP has to be met from school funds. Exceptions are statutory assessments by the EP which, as part of EHC needs assessments, are paid for by the LA.

6.2 Referral to the Educational Psychology Service is usually made following recommendations of a review meeting at SEN Support.

6.3 Whether or not they have EHCPs, children with hearing and visual impairment are supported by specialist teachers from the Services for the Hearing Impaired and the Visually Impaired Children. These teachers provide advice to the school and parents and may also work directly with children who have EHCPs where appropriate. They may also be involved in IEP reviews and help class teachers in their planning.

6.4 A Speech and Language therapist from Haringey works with children with EHCPs for speech and language difficulties, and other Early Years and KS1 children with language needs, attending Annual Reviews and IEP meetings where appropriate. The S< also recommends resources for parents.

6.5 The SENDCo will support parents wanting to find out about the local offer (www.haringey.gov.uk/children-and-families/local-offer) and voluntary organisations involved in SEND.

6.6 St Gilda's and St Peters runs its own breakfast club and works in partnership with an after-school play scheme to provide leisure activities for pupils, easing childcare problems for working parents. There are a number of after-school clubs run by the school, the membership of which is partly through personal choice and partly on the

recommendation of the school for those children who might not otherwise use them. All clubs are free to FSM children.

7 Request for an Education, Health & Care Plan (EHCP)

An Education, Health & Care needs assessment is a legal procedure.

7.1 If a child has severe, complex and long-term special educational needs they may be put forward for an EHC needs assessment. This is normally requested by the school, in consultation with parents. The decision to request an EHC needs assessment will follow a period of sustained school intervention and support. This will include programmes of joint working with relevant external professionals.

7.2 Parents/carers themselves may also request an EHC needs assessment and are welcome to discuss this with the SENDco.

7.3 In requesting the LA to carry out an EHC needs assessment, the school will be required to submit evidence about the child's needs, the support they have received over time, the impact of that support and current strategies in place. A local authority panel will make a judgement about whether or not the child's needs can be met from the resources available to the school. This judgement will be guided by the LA's 'Criteria for making an EHC Needs Assessment'.

7.4 The outcome of an EHC needs assessment may be an EHCP, a legal document outlining the child's needs and the support that must be in place to meet them. If a Plan is agreed, the LA will liaise with the school and will hold a multi-agency meeting to determine the most effective support. The involvement of the child and family are essential throughout the process. These meetings will include:

- the SENDco and staff working directly with the child;
- the child;
- the parents / carers; and may also include:
 - the Educational Psychologist;
 - the Community Paediatrician;
 - the Children and Families Services (if known to the service);
 - anyone else whose advice the Local Authority considers appropriate;
 - anyone else whose advice the parents / carers consider appropriate.

7.5 The Plan will remain with the child as long as it is needed, throughout their schooling and entry to adulthood, regularly updated to reflect developments. It is an outcome driven document which ensures that all provision and strategies are implemented to facilitate progress towards agreed goals. The EHCP will set out clearly the special educational needs of the child, what support they need, and who should provide it.

- a. The **Education** section of the plan will explain what is needed for the child to achieve the best they can in their learning. It will say which school or college the child will go to.
- b. The **Health** section of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in the curriculum.
- c. The **Social Care** section of the plan will explain any services that the council will provide to support the child and family to live as 'ordinary' a life as possible.

7.6 Once an EHCP is in place it will be kept as part of the child's formal record and reviewed annually by staff, parents / carers and the child. The annual review enables an evaluation of provision for the child and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8 Child and parent involvement

'Children capable enough to form views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them.'
(UN Convention on the rights of the child.)

8.1 To progress well, children need to be actively engaged in their learning. Children's views are sought and taken into account when planning their learning.

8.2 Children are involved in reviewing their progress and, where possible, invited to their reviews where they help to identify helpful strategies, report on their progress against targets. Older children may also take an active part in setting their own targets.

8.3 Our commitment to parental involvement can be seen throughout this document and we ensure that parents and carers are kept fully informed of their child's progress at school.

9 Trips out of school

At St Peter's and St. Gildas', we try to make all trips inclusive by planning in advance and going to accessible places.

9.1 Extra adult support is provided where required for trips to museums and galleries and for KS2 children for swimming lessons.

9.2 We take all Year 6 children to Hilltop (Haringey's outdoor activity centre in Norfolk) for a week and to a local camp for a few days, providing additional adult support for individual children as required.

10 Site accessibility

St Peter's and St. Gildas' is a 2 school-site. The main buildings are of two storeys with stairs to the first floor. There is currently no wheelchair access to the upstairs classrooms but there is easy wheelchair access to all ground floor areas. If the need arises, classes will be repositioned to provide ground floor wheelchair access.

10.1 There is currently no wheelchair access to the main hall.

10.2 There is a shower on site and there is one disabled toilet suitable for both adults and children.

10.3 There is good lighting throughout the school and we aim to provide high visibility markings on all stairs.

10.4 The classrooms provide good acoustic conditions minimising hearing difficulties and specialist sound systems are used in severe cases.

(See also our *Accessibility plan*.)

11 Disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children at the school and we try to ensure that they are able to take part in our activities. We ask parents/carers to let us know about their needs when their children join the school so that we can communicate with them in an appropriate format. (See also our *Equalities scheme*.)

12 Discrimination awareness

The PSHE curriculum includes issues about disability, difference and valuing diversity.

12.1 The library resources are regularly reviewed to ensure they include books that reflect a range of SEN and disability issues. Care is taken to stock books with a positive portrayal of disabled people. We try to ensure that displays around the school contain a variety of ethnic groups and disabled people.

12.2 We use visual timetables in every classroom and other picture symbols throughout the school.

12.3 Each year we schedule various awareness events around topics such as deafness, sight loss, inclusion and anti-bullying.

12.4 We ensure that our children understand the impact of the words they use and we deal seriously with discriminatory name-calling (see also our *Anti-bullying policy*).

12.5 We record and analyse any discriminatory incidents.

13 Training

13.1 The SENDCo attends termly Network Learning Community meetings and borough SENCO (SEN Co-ordinator) conferences to keep up to date and share good practice.

13.2 All staff are encouraged to apply for extra training about Additional Needs or Inclusion when they feel it would help with either an individual or the whole class.

13.3 Support staff are included in the annual performance management cycle during which they are encouraged to identify their training needs.

14 Complaints

If a parent/carer is unhappy about our SEND provision or this policy it should, in the first instance, be raised with the SENDco, who will try to resolve the situation.

14.1 If the issue cannot be resolved within 10 working days, the parent/carer can arrange a meeting with the Headteacher. Alternatively, a formal complaint in writing can be made to the Headteacher who will reply within 10 working days (see our *Complaints procedure*).

15 Monitoring and review

We evaluate the success of our SEND and Inclusion policies through regular monitoring of progress towards set targets.

15.1 Whole school monitoring and evaluation procedures include sampling work and observation. Results relating to SEND provision are discussed with all staff to help improve standards.

15.2 The SENDco, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and by tracking progress.

15.3 Planning is regularly monitored by curriculum co-ordinators and the Senior Leadership Team.

15.4 At the end of each Key Stage we analyse the performance of our pupils with very low attainment levels and compare our results to similar schools. We also analyse data on major behaviour incidents and exclusions (including lunchtime exclusions) and report to the GB. This helps us set new targets and organise appropriate support to achieve them.

15.5 Each January and July the SENDco provides the GB with information about the number of pupils receiving special educational provision through SEN Support and EHCPs as well as any pupils for whom an EHC needs assessment has been requested, noting also the number of pupils transferring to or from each category. The Headteacher reports on any whole school developments in relation to Inclusion, at the same time and ensures that Governors are kept up to date with any legislative or local policy changes.

15.6 At least once a term the SENDco meets to discuss any concerns with the SEN link governor who reports back to the GB.

15.7 This policy is reviewed every two years (or sooner if necessary) by the Standards committee and ratified by the full Governing Body.

16 Glossary

AEN	Additional Educational Needs
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
GB	Governing Body
GP	General Practitioner
ICT	Information Communication Technology
KS	Key Stage
LA	Local Authority
LSA	Learning Support Assistant
IEP	Learning Support Plan
PSHE	Personal, Social and Health Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
S<	Speech and Language Therapy/Therapist
UN	United Nations

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