



OUR LADY AND
ST. PHILIP NERI
TO JESUS THROUGH MARY

SPECIAL EDUCATION NEEDS POLICY

September 2019

(Review September 2020)

Our Lady & St Philip Neri's Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Anna Badura.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. Other enquiries can be addressed to Anna Badura who can be contacted via email or phone:

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This Special Educational Needs and Disabilities (SEND) policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice together with the Equality Act 2010.

Rationale

Our Lady and St Philip Neri School is committed to providing our children with a broad and balanced curriculum in which they can excel academically, as well as in sports, art, music and religious education, all within a safe and nurturing environment where they can also grow in the understanding of God's love for them. Every child and family in our community is valued and diversity is celebrated.

It is the aim of this school to provide every child with the best education possible. At Our Lady & St Philip Neri school we believe that all children with SEN and Disabilities must be supported and provided for with strategies promoting each individual's development in a positive environment.

Legislation and Guidance

- This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years, first published by the Department for Education (DfE) and the Department of Health (DoH) in 2014 and revised in 2015.
- The SEND Code of Practice is a statutory guidance for all organisations in England that are involved with providing for children and young people with special educational needs (SEN) or disabilities and relates specifically to part 3 of the Children and Families Act 2014.

Objectives

The objectives of this policy are to inform, coordinate and to plan for the SEN of children at this school.

- 1) To identify pupils with SEN as early as possible and to ensure that their needs are met.
- 2) To work in partnership with parents and inform them about any systems that have been put in place to identify and provide for any SEN their child may have during their time at Our Lady and St Philip Neri School.
- 3) To ensure that every child experiences success in their learning and achieves to the highest possible standard.

- 4) To value and encourage contributions of all children to the life of the school.
- 5) To work with the governing body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.
- 6) To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- 7) To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

Aims

The aims of the policy are to:

- 1) Adopt a graduated response to SEN that starts with observations and assessments, dialogue with parents and carers and then encompasses a range of strategies, including: schemes of work, a variety of teaching styles and resources, individual or group support matched to an individual child's ability before involving outside agencies for advice or support.
- 2) Evaluate and track children's progress in literacy and numeracy through our programme of assessment and record keeping.
- 3) Establish a partnership with parents as early as possible and ensure that they are informed regularly of assessments, progress and that their permission is sought when intervention from outside agencies is required to support their child.
- 4) Identify any SEN that children may have on admission or that may develop during their time in this school.
- 5) Identify any children with developing or more serious SEN as soon as possible and, with the assistance of the relevant local authority, and others where appropriate, ensure that they receive appropriate assessment, support and intervention.
- 6) Ensure that if children have more substantial SEN and are proving less responsive to the provision at SEN Support, that they are referred for EHC plans.
- 7) Liaise with the appropriate outside agencies, which include educational psychologist, support teachers, speech and language therapists etc.
- 8) Ensure that receiving schools are fully informed about the nature of the children's SEN and any support that has been provided by the school or outside agencies.
- 9) Recognise the relationship between learning and behaviour problems.
- 8) Arrange regular INSET/discussions to fulfil the ongoing needs of the teaching staff, support staff and the governors

Responsibilities

<p><u>Class Teachers</u></p>	<p>Class teachers are responsible for delivering Quality First Teaching, which will meet the needs of all children by understanding their needs and implementing appropriate strategies. If the teacher feels that certain children are not making expected progress despite this, then they will raise their concerns with the Sends. The best way to raise a concern with the Sends is to fill out the agreed Cause for Concern form. If there is a more urgent case to discuss then the Sends will always be available to meet and discuss this. The Sends will attend Pupil Progress meetings with the Class Teachers on a termly basis to discuss the child's progress and set new desired outcomes if appropriate. These outcomes will also be discussed with the parent. Depending on a child's SEND, their targets may be reviewed and renewed more frequently throughout the year.</p>
<p><u>Teaching Assistants</u></p>	<p>Teaching assistants will meet with class teachers regularly to review outcomes and discuss progress. The teaching assistants have access to the class SEND file to make sure they are aware of the children's needs and desired outcomes. Together with the class teacher they decide on a timetable to ensure that targets are worked on regularly.</p>
<p><u>SENDCO</u></p>	<p><u>The Special Educational Needs and Disabilities Coordinator (SENDCO)</u> is the teacher in the school with responsibility for SEND, Mrs Anna Badura.</p> <p>The SENDCO is responsible for –</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of this policy • Termly target-setting meetings with teachers for children on the SEND register • Coordinating provision for children with SEND • Liaising with and advising teachers. • Overseeing the records of all children with SEND • Liaising with parents/carers of children with SEND in conjunction with the class teachers, • Liaising with external agencies • Ongoing monitoring and evaluation of the SEND provision
<p><u>Head Teacher</u></p>	<p><u>The Responsible Person</u> as defined in the Education Act is the Head teacher. The Responsible Person has a duty to ensure that all those who teach a child with SEN are aware of the child's</p>

	<p>needs. The headteacher must also endorse all referrals by the school to the local authority for EHC plans.</p> <p>The headteacher, working with the Sends is responsible for the day-to-day management of the SEND Policy and the provision for children with SEN and disabilities. The headteacher is Mr Matthew Ringham.</p>
<u>The Governing Body</u>	<p>In cooperation with the Headteacher, is responsible for this policy and has statutory duties under the Education Act. The governors have a commitment to provide the best possible provision for all children. The Chairperson of the Governors is Mrs S. Nolan.</p> <p><u>The Nominated Governor</u> with special responsibility for SEND is Mr R Ewens.</p>

Defining SEN

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (2015 SEND Code of Practice: 0-25Years)

There are four broad categories of SEN:

- **Communication and Interaction**

Children who have Speech Language and Communication Needs (SLCN) may have difficulty communicating with others for a variety of reasons. Some children will have speech difficulties; others will have difficulty with understanding or expressing language and some will have difficulty understanding the social dynamics of interactions and have social communication difficulties.

- **Cognition and Learning**

Children learn at a slower pace than their peers despite well planned differentiation through high quality teaching. Cognition and learning covers a broad range of need including moderate, severe, profound and multiple learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia and dyscalculia

- **Social, Emotional and Mental Health**

Pupils 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 or disruptive behaviour. Pupils may have

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical Needs**

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some children will have needs that fall into more than one category, and that a child's needs are not static, therefore may change over time. They are to be used as a guide to support decisions regarding assessments and provision.

SEND provision

Adaptations to the curriculum and teaching and learning environment will be made where appropriate. Adaptations to the physical environment will be made when necessary to try and accommodate children with disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children showing signs of dyslexia, dyspraxia, autistic spectrum disorder, etc. All of our children have access to the full National Curriculum. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. The SEND Code of Practice is clear that this is the first step in responding to pupils who have, or may have, an SEN: 'Additional intervention and support cannot compensate for a lack of good quality teaching.'

Supporting children's learning at Our Lady & Saint Philip Neri Primary School has three tiers:

Universal- provision provided to all children: 'Quality First Teaching (QFT)'. QFT involves planning and delivering lessons to meet the specific needs of the children in their class. Lessons will be challenging and support individual children to build on their prior knowledge and progress to the best of their ability. A variety of resources may be used and outcomes may be adapted to meet each individual's learning needs.

Targeted – some children may receive provision that is additional to, or different from that made for the majority of pupils in school for a time limited period in order to overcome their barriers to learning and accelerate progress. This provision will be based upon assessments of the child's needs and will have particular target outcomes. Targeted 1:1 and small group interventions can happen outside the classroom for a limited number of weeks and disruption to the curriculum will be kept to the minimum.

Specialist – Some children will require specialist intervention in addition to the universal and targeted offer. Children with more complex needs may require a highly personalised programme of work which will be based on school assessments but also on guidance from external professionals and some children will be supported directly by outside agency specialist.

Assessment and Identification of SEND

We feel that it is vital that pupils with SEND are identified at an early stage. Every teacher is responsible for identifying pupils with SEND. We will inform parents at the earliest opportunity of the school's concerns and ensure that the appropriate provision is being made for their child. It is essential that teachers or parents raise concerns to the Sends, as soon as possible, and that through teacher observations, information from parents and relevant assessments we can provide an overall picture of the child's difficulties and take action to address their needs.

Referrals to the Sends are made when the class teacher, despite implementing Quality First Teaching strategies targeting the area of concern, considers that a child is –

- Making little or no progress
- Working at levels significantly below children of a similar age
- Experiencing persistent behaviour or emotional difficulties
- Having physical or sensory problems which hinder progress
- Experiencing communication and interaction difficulties that are preventing them from accessing the curriculum.

As soon as possible the class teacher and Sends will:

- Raise their concerns with parents/carers at an initial meeting.
- Collect more evidence about the child's strengths and weaknesses e.g. class assessments, observations, class records (reading records etc.), samples of work.
- Analyse the child's difficulties and describe them as clearly and succinctly as possible
- Devise targets and strategies based on outcomes that are different from and additional to the class teacher's differentiated curriculum plans provided for the class group.

After the above has been completed a decision will be made, with the Sends and the parents, if the child should be identified as needing **SEN Support** and their names will be placed on OLSPN's SEN register. The aim of this is to ensure that effective provision to reduce barriers to learning is put in place for the child, and the effectiveness of the provision is monitored closely.

The Graduated Response to SEND

Once a child has been identified as needing SEN support the Graduated response (a four part cycle **Assess, Plan, Do, Review**), is followed:

○ **Assess**

Carrying out thorough assessment of the needs of a pupil is the first step. This is done using the teachers' assessment and experience of working with the pupil,

details of previous progress and attainment, and comparison with age related expectations. Parental and pupil input is valued in this process and their views and experience will be sought. Where relevant, advice from external support services will also be considered.

It is likely that detailed assessments of a child's needs will have been made/ started as part of decision making process regarding the identification of SEND

○ **Plan**

Guided by the assessment data collated, the teacher, SENDCo and parents will agree on the adjustments, intervention and support that are required. There are two areas that need to be considered when planning provision:

- High-quality class teaching – class based strategies or provisions need to be made
- Targeted provision – additional support or intervention that is needed within or outside of the classroom

Planned provision will have expected outcomes or SMART targets (the impact on progress, development and or behaviour that is expected) and a date for review will be set. Intervention will usually run between 6 and 12 weeks and formally reviewed termly.

Depending on the needs of the child their targets and provision will be recorded in an individual SEN support plan which may take the form of a behaviour plan, provision map or an individual learning profile. A class provision map is also completed for all children.

All those working with the pupil, will be informed of pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

○ **Do**

Class teachers are responsible for delivering high quality teaching to meet the needs to all the children in the class and will be responsible for the daily provision and progress even when the children is involved in intervention groups away from the main class. The SENDCo takes the lead in coordinating/monitoring the provision that is agreed and will provide guidance and advice on the implementation of effective support and any further assessment that may be necessary.

○ **Review**

Children's attainment and progress will be assessed in line with the school assessment policy but additionally their progress against their specific targets and interventions will be assessed. The impact of the support given will be monitored closely to ensure outcomes are achieved or to decide what adaptations to provision need to be made. This will be done by the class teacher in conjunction with the SENDCO and any external professionals directly involved with the provision.

It may be decided that SEN support needs to continue and the class teacher and Sends will make adjustments to the support and outcomes for the child based on their progress and development.

If a child on the SEND register has made progress and improved their attainment, they may be removed from the SEN register but monitored closely.

'Pupil voice' is a central part of the 'assess, plan, do and review cycle', and when appropriate their views will be sought and considered.

Education Health Care plans:

Some children will require an Education Health Care Plan if their needs cannot be met through SEN support. The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

Following chapter 9 of the SEND Code of Practice 0-25 years an EHCP will have the following sections:

- A:** You and/or your child or young person's interests, aspirations, and basic view of the situation.
- B:** Your child or young person's special educational needs (SEN).
- C:** Any health needs that are related to his or her SEN.
- D:** His or her social care needs.
- E:** The outcomes you're hoping to achieve, including your long-term hopes for his or her adult life.
- F:** The special educational provision he or she requires.
- G & F:** The provision you need health or social care services to make.
- I:** The name of your son or daughter's school or other placement, and what kind of institution it is.
- J:** This covers the Personal Budget. If you have one, Section J details how it will support particular outcomes, how it will be used, how flexible you can be in using it, and any arrangements made for direct payments for education, health and social care.
- K:** The advice and information that was gathered when the EHC needs were being assessed.

Parents and/or the school can request that the Local Authority carry out an EHC needs assessment of a child. An EHC plan will be provided if, after their assessments, the LA decides that the statutory criteria are met.

At OLSPN we will consider requesting an EHC needs assessment if a child still remains a significant cause for concern once outside agencies have been involved and at least two assess, plan, do, review cycles have been completed. A request can be made sooner if the needs of the child warrant it.

The Annual Review of an EHC plan will:

- Assess the progress of the pupil in relation to the outcomes set.

- Review the provision made for the pupil.
- Consider ending, continuing or amending the existing EHC plan.
- Set new targets and outcomes for the following year.

Monitoring and evaluating the effectiveness of the SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring individual progress of SEND children in curriculum areas
- Monitoring of interventions and strategies in place
- Reviewing the impact of interventions by measuring if the learning outcomes have been achieved or what progress towards the outcomes has been made.
- Tracking interventions and progress using provision maps
- Holding annual reviews for pupils with EHC plans

Partnerships

Parents - The school believes that it is important to work in partnership with all parents/carers. As a school we keep parents informed of their child's progress and the class teacher will notify them, initially, if there are concerns, which will be followed up by the Sends if necessary. Once a child is identified as having SEND then it is the school's policy to keep the parents fully informed of their child's progress and the provision made for them. Parents are encouraged to undertake an active role in supporting their child, for example: reading with their child, ensuring homework is completed and returned to school, meeting regularly with their child's class teacher and attending review meetings. If the parents have any complaints about the SEN support within the school they should be referred to the Sends. Concerns should be discussed and usually resolved this way, however if the concern persists then they are referred to the Headteacher and the concerns are processed in accordance with the school's complaints procedure.

Outside Agencies - The school consults with external agencies in order to meet the needs of pupils identified with SEN. The school may seek anonymous advice without referring an individual for assessment. Where the school considers that the child's needs are more specialised or that the child is not making adequate progress and requires assessment and support then the school will obtain the parents views and permission for outside agency referrals. The school will then use the advice and support given by the agency to further support the child.

Record keeping

Each class teacher has a file that contains outside agency reports, and individual support plans for each child in their class that is on SEN support or who has an EHCP. These are stored safely within their classrooms. Correspondence from outside agencies, parents and other additional information about children's SEN are stored in individual files in the SEN

filing cabinet in the SEN office. The Sends and the Head of School have access to this information at all times.

Transitions

Transition Arrangements into/within/from school can be very hard for some children especially if they have SEN. We endeavor to support parents and children during these transitions to make them as smooth as possible. This may include, for example:

- Meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/new school to prepare the child
- Opportunities to take photographs of key people and places in order to make a transition booklet

Transition to Secondary School

Transition reviews for Year 6 pupils with an EHC plan are held in the Summer Term of Year 5. The secondary school SENDCo is invited to Our Lady and St Philip Neri to meet pupils and additional visits are arranged at the receiving school as required. The SENDCo attends a Secondary Information Sharing day so that children can be discussed with their receiving school SENDCo. We run transition groups in Year 6 for those who may need additional support and these sessions will include topics such as; timetabling, record keeping (homework), map/site reading, concerns and worries, etc. with the use of social stories where appropriate.

Training

Continuing professional development of staff is of great importance. Staff knowledge and skills in SEND are monitored in order to provide suitable training and to ensure staff have the skills to meet the needs of the children. Training in relation to SEND may be delivered to the whole school or particular staff will be targeted for specific training. Training may be delivered by external professionals/ experts when appropriate and may take place off site.

Newly Qualified Teachers (NQTs) are supported through the Lewisham NQT training programme.

Lewisham's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Lewisham's Local Offer is available from the website www.lewishamlocaloffer.org.uk

SEND Information Report

This report is available on our school website. It gives information about provision for pupils with SEND within our school. It includes identification of SEND, planning and provision for pupils, pupil involvement, parent liaison, staff training, key contact details – school and external agencies and resources available in school.

Signed (Head teacher)

Signed (Chair of Governors)