

St. Chad's Catholic Primary School



Grow in Love. Live in Peace

Title: SEND Policy 2023

(Annual)

Author: Mr Mark Pitts

Committee: Teaching & Learning

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Approved by the Board of Directors on date:

Chair of Board of Directors: Yvonne Ndifor

St Chad's Catholic Primary School

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Persons: Mrs P Mitchener and DDSL Mrs J Mooney

Director Designated Safeguarding Officer: Abiola Boateng



Croydon Local Offer for Special Educational Needs and Disability Link:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

St Chad's School puts Christ and His teachings at the heart of its existence by "Valuing the individuality and uniqueness of each person by providing a stimulating environment where all can learn according to their strengths and abilities." "St Chad's is an inclusive school offering equality of opportunity to all pupils within the school."

Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and we strive to support all children to enable them to achieve their best at school.

This SEND policy is a key document to ensure that our school delivers high quality provision for all pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community.

Our Special Educational Needs and Disability Coordinator (SENDCo) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCo also contributes to the strategic development of SEND provision.

Our SENDCo is Mr Pitts. He can be contacted via email or through the school office
The Inclusion Team Leaders are: Mrs Mitchener and Mrs Mooney (Deputy Heads). Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

- The Executive Head Teacher – Ms S Hulme
- The Lead Safeguarding Officer – Mrs P Mitchener
- Lead teacher for effective deployment of pupil premium and sports funding – Ms J Mooney
- Attendance Officer – Mrs F Richardson
- Lead SEND Teaching Assistant – Ms C Britto
- Family Link Worker – Ms S Davern
- The EAL Leader – Ms B Xavier

Our values and vision in relation to SEND provision

The views, wishes and feelings of the pupil and their parents are at the heart of our provision. We consider it essential that the child and the child's parents/carers participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. It is vital to support the child and the child's parents in order to facilitate the development of the child and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training and continued professional development
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Children and Families Act 2014 requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- *it would be unsuitable for the age, ability, aptitude or SEND of the child*
or,
- *the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.*

(Section 39:4, Children and Families Act 2014,)

Our school will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENDCo, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school.

Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010.

"a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities"

(Equality Act 2010)

"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"*

A child under compulsory school age has Special Educational Needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies and families as appropriate;
- Termly tracking of all pupils to monitor progress and attainment in compared to age related expectations;
- Concerns raised directly by parents, teachers or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, a “cause for concern” will be passed to the SENDCo, who will then arrange to observe the child on one or more occasions. The SENDCo and class teacher will review current arrangements to meet the child’s needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher and / or SENDCo will also seek the views of pupils and their families about barriers to learning.

Meeting the needs of pupils with SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from quality first teaching, we will offer Additional SEND Support.

Parents will be formally notified that their child will receive this additional support and placed on the SEN Whole School Profile where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

The SEND Whole School Profile

The whole school profile provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties;
- there is an overview of the range and level of need across the school;
- school provision reflects and is responsive to current profile of need;
- the effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.
- it is reviewed termly with the Inclusion Team

Criteria for inclusion to the SEND Whole School Profile

A child will be considered for inclusion to the SEND Whole School Profile if:

1. The child has a diagnosis of a neurodiverse condition such as; Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, Obsessive Impulsive Disorder etc.
2. The child has a diagnosis of a physical or sensory impairment, such as a Visual or hearing Impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
3. The child is two steps or more behind Age Related Expectation (ARE) in two or more core areas (Reading, Writing, Maths).
4. The child is three steps or more behind ARE in one or more core areas.
5. In the case of children with English and an Additional Language (EAL), who have been in the UK education system for less than two years, exhibiting the criteria outlined in 2 & 3 above, must also show no progress in the core subjects for two pupil progress cycles. (English as an Additional Language is not considered a Special Educational Need of itself).
6. The child is exhibiting behavioural difficulties sufficient to require a Pastoral Support Plan (PSP). Personal Support Plans are created in consultation between SENDCo, SLT, class teacher and parents.

Once identified as requiring additional SEND support, pupils will receive a tailored package of support to target key areas of difficulty. This will be managed through a four-part cycle of **assessment, planning, intervention and review**. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice 2014. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes. Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

The Graduated Response

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs although for some pupils there may be overlap:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

PLAN:

The school will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil

This plan will be recorded as a **Provision Map**, for those pupils at the early stages of intervention or as a **'Pupil Passport'** (additional support plan) for pupils with additional adult support and/or an EHCP. 'Passports' are shared with all key teachers, support staff and parents so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed. Parents will be invited to attend a termly review of 'Pupil Passports' and will receive a copy.

DO:

Class teachers, with the support of the SENDCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend this review meeting along with pupils when this is appropriate.

However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting, Team Around the Child (TAC), will be arranged so that all key parties can contribute and share views on progress and subsequent provision. As well as termly reviews, pupils with EHCPs will have an annual review of this provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs.

Removal from the SEN Whole School Profile

Where evidence shows that a pupil has made good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the Whole School Profile. Parents will be formally notified of this decision.

A child will be considered for removal from the SEND Whole School Profile when:

1. They have recovered academically to ARE in at least two core subject and be no more than one step behind in the other and have made expected progress in all core areas for at least two pupil progress cycles.
2. The child has not exhibited any challenging behaviour for two cycles.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources and budget. Where this is the case the SENDCo, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Needs Assessment (EHCNA). The LA, with due regard for the evidence presented as a result of the EHCNA, may issue an Education Health and Care Plan (EHC Plan).

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Meeting the needs of pupils with medical conditions

Arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Medical Care Plans (IMC).

The medical care plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND, the IMC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Transition Arrangements (See also School Information Report on website)

The school is proactive in seeking to ensure that there is a successful transition between phases of education.

For pupils joining the school in our Reception/Nursery classes the SENDCo will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and

other key agencies supporting the child. It also may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

For pupils moving to secondary school or to a different school, the SENDCo will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to discuss and plan support required to ensure there is continuity in the range and level of support offered.

Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The school leadership, through consultation with the SENDCo and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school.

A number of different resources are available to support pupils with additional needs. The range of additional resources include, but are not limited to:

- A support cushion which may help a child sit on their chair or on the floor;
- A high visibility jacket, which can be worn outdoors or on trips, to help adults monitor the movement of pupils in large spaces;
- Ear defenders to reduce noise, which can cause anxiety;
- Weighted jacket, which can help pupils remain grounded and calm. The weights are a simple small sandbag put in a pocket.

Teachers must meet with the SENDCo to discuss the possible use of any of the above resources. Parent's permission must also be sought in writing before any of the above resources are put in place for individual pupils.

Training

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching. We have a number of adults with additional skills in delivering Speech and Language, bereavement counselling, literacy and maths interventions and 1:1 art therapy.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND

The SENDCo attends the termly Croydon briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEND provision at our school.

Roles and Responsibilities

The SENDCo:

The SENDCo has the day-to-day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupils with SEND. The SENDCo provides training, guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCo has a key role in developing positive

partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENDCo will also take a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body

The Governing Body will ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The lead governor for SEND meets termly with the SENDCo to review and evaluate effectiveness of the schools' SEND provision and contribute to discussions about plans to develop and enhance this provision. They update the governing body on the quality and impact of SEND provision.

Monitoring and Evaluating SEND Provision

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved pupils achieved with no SEND as well as comparison with pupils with similar starting points nationally. We also use other assessment measures which relate specifically to individual needs such as communication skills.

We monitor the impact of additional and targeted interventions and collect the views from parents/carers and pupils on the quality of provision offered through our termly reviews with parents/carers and pupils

Managing Concerns about SEND Provision

Parents are encouraged to share any concerns they have about the quality and impact of SEND provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENDCo and other senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEND Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

The school can also make arrangements for parents to discuss concerns with other key professionals such as an educational psychologist or Speech and Language Therapist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Links to other policies

Accessibility Plan

Anti-bullying Policy

Behaviour Policy

Medical Needs Policy

Safeguarding Policy