

# St. Chad's Catholic Primary School



*Grow in Love. Live in Peace*

Title: SEND Policy

(Annual)

**Author: Senior Leadership Team  
(SLT) (Updated by SENCO)  
Committee: Teaching & Learning  
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**Approved by the Board of Directors on date**

**Chair of Board of Directors Marco Starace  
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 Mrs J Mooney**

**Director Designated Safeguarding Officer: Currently Vacant**



**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 Coordinator is a qualified teacher and holder of the NASENCO qualification, who oversees the identification, assessment, and support of pupils with SEND. Our SENCO also advises the Senior Leadership Team who set the strategic development of SEND Provision in the school.

Our SENCO is Miss O'Reilly. She 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 overseeing, supporting or coordinating SEN provision and part of our wider inclusion team include:

- The Head Teacher
- The Lead Safeguarding Officer
- Lead teacher for effective deployment of pupil premium funding and sports funding;
- Attendance Officer;
- Lead SEND Teaching Assistant;
- Family Link Worker:
- The EAL Leader

### **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 pupils with SEND 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 Code of Practice requires a school to admit all pupils who have an Education Health 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 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.

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 Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENCO, in collaboration with parents, other key staff and other key agencies, support pupils with SEND entering the school, by ensuring reasonable adjustments are in place.

## **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.

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 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, the class teacher will review the daily class teaching arrangements for meeting the child's needs and consider if any further modifications and adaptations should be put in place, to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning. The class teacher will liaise with the SENDCO if they need any recommended evidence-based strategies or advice, regarding this quality first teaching. The class teacher will also ensure a record is kept of any individualised teaching modifications and adaptations within their daily/weekly planning.

### **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**. The class teacher and wider Inclusion Team will mutually agree what additional SEND support is needed and parents will be notified that their child will receive this additional support and placed on the **SEND register** 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 SEND 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

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 SEN 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 SENCO 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
- Give details of the role and input of external agencies when they are involved with a pupil

This plan will be recorded as a '**Pupil Passport**' (additional support plan) for pupils with additional adult support. 'Passports' are written by class teachers and shared with other teachers that may be in the class, support staff and parents (by the class teacher on Parent's Evening) 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.

### **DO:**

Class teachers, with the support of the SENCO, 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.

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 SEND 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 register. Parents will be notified of this decision.

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 SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health Care Plan (EHC plan) assessment.

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 SEN, 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 SENCO 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 SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health Care Plan, the SENCO will invite stakeholders to a formal transition meeting where parents, pupils, representatives from the new school and other key professionals 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 senior leadership, through consultation with the Governing Body will 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:

- 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.

Parent's permission must also be sought, by the class teacher, 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 early career teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENCO 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 SENCO:**

The SENCO provides training, guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO 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 SENCO 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 SENCO 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 by pupils 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.

### **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 SENCO and 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 the educational psychologist.

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](#)