



# **SPECIAL EDUCATION NEEDS POLICY**

September 2018

(Review September 2019)

Our Lady & St Philip Neri's Special Educational Needs Coordinator (SENCo) 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 (SEN) and Disabilities (SEND) policy is written to comply with the 2014 Children and Families Act and its SEN 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.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to meet their full potential.

## **Headlines from the 2014 Code of Practice (Sept 2014)**

- SEN Statements have been replaced by Education, Health and Care Plans (EHC Plans), which can be used to support children from birth to the age of 25.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Educational Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those with SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Physical and Sensory
- We are working more closely with parents and children to ensure we take into account the child's own views and aspirations and the parents' experiences of

and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills.
- We have high expectations of all our children. Children with SEND often have different starting points to their peers and can often attain below age related expectation, however, children on our SEND register make progress which compares well with the progress made by other children in school.

## **Defining SEN**

The 2014 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. (2014 SEN Code of Practice: 0-25Years)*

## **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 SENS, 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.
- 10) Arrange regular INSET/discussions to fulfil the ongoing needs of the teaching staff, support staff and the governors.

### **Assessment and Identification of SEN**

We feel that it is vital that pupils with SEN are identified at an early stage. Every teacher is responsible for identifying pupils with SEN. 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 SENCo, 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 SENCo are made when the Class Teacher 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 SENCo 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 SENCo and the parents as to whether a referral to outside agencies is required. Depending on the type/severity of SEN, referrals to outside agencies can be made immediately so that the child can be assessed.

The plans and strategies used will be collated on a class provision map and for children with an EHC plan or SEN Statement a One Plan will be used.

**SEN Support** – If a child appears to have more serious SEN and is still not making adequate progress then we will seek intervention from an outside agency, after first securing parental permission. If recommendations are made by outside agencies, then the child will be placed on the SEND register for monitoring and parents will be informed.

The SENCo will be available to meet with parents/carers to discuss the child's outcomes and support. They will discuss the targets set and provision that has been made to meet the child's needs and agree a review date.

The SENCo takes the lead in coordinating/monitoring the provision that is agreed but day-to-day provision continues to be the responsibility of the class teacher as does the reporting of progress.

If a child still remains a cause for concern once outside agencies have been involved then an EHC plan may be requested from the local authority and an EHC plan will be provided if the LA decides that the statutory criteria are met.

#### EHC plans:

The exact contents of an EHC plan are going to vary from local authority to local authority as there is no set template. However, they have to be based on plans drawn up in chapter 9 of the SEND Code of Practice. You can, therefore, expect your child or young person's EHC plan to have the following sections:

Section A: You and/or your child or young person's interests, aspirations, and basic view of the situation.

Section B: Your child or young person's special educational needs (SEN).

Section C: Any health needs that are related to his or her SEN.

Section D: His or her social care needs.

Section E: The outcomes you're hoping to achieve, including your long-term hopes for his or her adult life.

Section F: The special educational provision he or she requires.

Sections G & F: The provision you need health or social care services to make.

Section I: The name of your son or daughter's school or other placement, and what kind of institution it is.

Section 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.

Section K: The advice and information that was gathered when the EHC needs were being assessed.

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.

### **Record keeping**

Each class teacher has a file that contains outside agency reports, One Plans and targeted support plans for each child in their class that is on SEN support. 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 SENCo and the Head of School have access to this information at all times.

### **Responsibilities**

The Governing Body, 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.

The Nominated Governor with special responsibility for SEN is Mr R Ewens.

The Responsible Person as defined in the Education Act is the Headteacher. The Responsible Person has a duty to ensure that all those who teach a child with SEN are aware of the child's needs. The headteacher must also endorse all referrals by the school to the local authority for EHC plans.

The headteacher, working with the SENCo is responsible for the day-to-day management of the SEN Policy and the provision for children with SEN and disabilities. The headteacher is Mr Matthew Ringham.

The Special Educational Needs Coordinator (SENCo) is the teacher in the school with responsibility for SEN, Mrs Anna Badura.

The SENCo is responsible for –

- Overseeing the day-to-day operation of this policy
- Termly target-setting meetings with teachers for children on the SEN register
- Coordinating provision for children with SEN
- Liaising with and advising teachers.
- Overseeing the records of all children with SEN
- Liaising with parents/carers of children with SEN in conjunction with the class teachers,
- Liaising with external agencies
- Ongoing monitoring and evaluation of the SEN provision

### Class Teachers

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 SENCo. The best way to raise a concern with the SENCo is to fill out the agreed Cause for Concern form and send it to the SENCo. If there is a more urgent case to discuss then the SENCo will always be available to meet and discuss this. The SENCo 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 SEN, their targets may be reviewed and renewed more frequently throughout the year.

### Teaching Assistants

Teaching assistants will meet with class teachers regularly to review outcomes and discuss progress. The teaching assistants have access to the class SEN 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 the One Plan and other targets are worked on regularly.

## **Curriculum**

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 symptoms 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.' Where Quality First teaching is not enough to support a child progress, targeted provision is put in place. Targeted provision is provision that is additional to or different from that made for the majority of pupils in school.

## **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 SENCo is invited to Our Lady and St Philip Neri to meet pupils and additional visits are arranged at the receiving school as required. The SENCo attends a Secondary Information Sharing day so that children can be discussed with their receiving school SENCos. 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.

## **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 SENCo if necessary. Once a child is identified as having SEN 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 SENCo. 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.

### **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](http://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 ..... (Headteacher)

Signed ..... (Chair of Governors)