



Special Educational Needs and Disabilities Policy

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" (John 13:34).

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which each child is empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;
- where we worship together, share our Christian witness, draw strength from our local parishes and serve our wider community.

This policy was adopted by the Full Governing Body: November 2018

Policy to be reviewed: October 2021

Reviewing body: Standards, Curriculum and Pupil Progress Committee

St Elizabeth's Catholic Primary School SEND Policy

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice: 0 to 25 (2014)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following school policies:

- Behaviour Policy
- Assessment Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Accessibility Plan
- Supporting Children with medical Conditions Policy

This policy was developed with parents/carers, representatives from the governing body and parents of children with SEND and will be reviewed annually.

The SENDCO at St Elizabeth's Catholic Primary School is Paloma Daborn who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.

Paloma Daborn is available on 020 8940 3015.

Email: pdaborn@st-elizabeths.richmond.sch.uk

Aim

St Elizabeth's Catholic Primary School is a mainstream school. The Governors and staff of St. Elizabeth's Catholic Primary School are committed to the right of all children to have access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and aid their development toward independence in the community. We believe that each child, with his/her individual needs and gifts is a unique gift from God. We aim to ensure that, in partnership with parents, individual needs are identified and strategies developed to meet them.

Introduction

The majority of children at St. Elizabeth's school will learn and progress within a cycle of planning, teaching and assessing that is central to our school's philosophy. Each teacher takes into account the wide range of abilities, aptitudes and interests that children bring to their school life. Those children who experience difficulties with this system may have special educational needs (SEND) as defined in the SEND Code of Practice 2014.

Definition of SEND

The SEND Code of Practice 2014 states that a child or young person has SEND if he/she has a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if he/she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from, this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Objectives

The objectives of this policy are:

1. To enable all pupils with SEND at St. Elizabeth's Catholic Primary School to reach their full potential.
2. To make available to pupils with SEND the greatest degree of access to as broad, balanced and relevant an education as possible.
3. To maintain a continuum of provision for pupils with SEND.
4. To identify and assess a child's needs as early as possible.
5. To establish and maintain a positive working relationship among the school, the child and the parent(s) or guardian(s).

6. To develop, monitor, review and record Individual Education Plans (IEPs) and / or Individual Behaviour Plans (IBPs) designed to meet the individual needs of pupils with SEND.
7. To maintain an effective working relationship with all outside agencies involved in the identification, assessment and appropriate provision for children with SEND.
8. To ensure a planned programme of staff development in the area of special needs.
9. To report at least termly to parents on the progress of pupils with special educational needs. This will include involving the pupils' own views of his/her progress where appropriate.
10. To support and monitor the work of staff who work with the pupils with SEND.

St Elizabeth's Catholic Primary School can make provision to support frequently occurring special educational needs without an Education, Health and Care plan, for instance: dyslexia, dyspraxia, speech and language needs, autism, social and emotional difficulties, learning difficulties and behaviour difficulties. There are other kinds of special educational need that do not occur as frequently, and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be best met.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care plan do not discriminate against or disadvantage disabled children or those with SEND and will follow the usual school admissions procedures.

Identification and assessment of pupils with SEND

At St Elizabeth's we monitor and review the progress of all pupils. We also use a range of assessments with all pupils at various points e.g. EYFS Profile, Y1 phonics screening, KS1 Assessments, Vernon spelling age, Salford reading age and NFER tests for Y1-5.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to make progress to narrow the gap between his/her attainment and the expected standard. Examples of extra support are: social and emotional intervention, phonics intervention, literacy interventions, Mathematics support and fine and gross motor skills activities.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, pupils' strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared and agreed with parents, put into a support plan, reviewed regularly, and refined / revised when necessary. At this point, because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, his/her previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views; and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the

assessments. Where professionals are not already working with school staff the SENDCO should contact them if there is a need and the parents agree.

Where it is decided to provide a pupil with SEND support, the parents must be notified formally and their agreement sought, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place; as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, he/she should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least termly.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. (SEND Code of Practice 2014 6.45-6.56).

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice 2014 describes adequate progress as follows:

- is similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education, Health and Care plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of that special provision.

Every pupil in the school has his/her progress tracked regularly. In addition to this, pupils with SEND will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

The school's approach to teaching pupils with SEND

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (SEND Code of Practice 6.34)

St Elizabeth's works to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people.

Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

How the school adapts the curriculum and learning environment for pupils with SEND

At St Elizabeth's Catholic Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (SEND Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements:

- Training of Teaching Assistants to support children with dyslexia and specific difficulties in Mathematics
- The purchase of core texts for every year group to support an English curriculum based on core texts
- The purchase of concrete resources – Numicon for supporting Mathematical development, 'Truggs' for literacy support
- The purchase of a class set of iPad for class, individual or group work

- Early Years outdoor learning environment has been increased and enhanced
- Creation of a Cookery room and Music room
- Increased IT provision in classrooms
- The purchase of an iPad Pro to support Visual Impairment

Additional support for learning that is available to pupils with SEND

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In a few cases, a very high level of resource is required, exceeding the £6000 threshold. In this instance the school will request 'top up' funding from the Local Authority through the EHCP process.

The Headteacher has the final say in the use of 'a personal budget' within the school.

Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

All clubs, educational visits and activities offered to pupils at St Elizabeth's are available to pupils with SEND. For some pupils, reasonable adjustments may need to be made. This is always done in partnership with families and carers.

Support that is available for improving the emotional and social development of pupils with SEND

At St Elizabeth's Catholic Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. Religious Education and PSHE and indirectly with restorative justice practice and every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following e.g. school counsellor sessions, social skills groups, mentor time with members of the SEND or leadership team, anger management therapy sessions, referral to the Pupil Support Service, referral to The Primary Early Intervention Panel, referral to SPA.

Pupils with emotional and social needs because of their SEND will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Pupil interviews are held as part of the annual SEND scrutiny. Children are asked about their feelings towards the provision they receive and about their experience of wider school life. KS2 pupils can attend termly meetings with their parents/carers to discuss their progress against their individual targets.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour.

The expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

At St Elizabeth's we believe that children's learning needs will first be met through the high quality teaching delivered by their class teacher.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with SEND.

The school is able to access training programmes from different organisations. Individual training can also be arranged when necessary.

Teachers and teaching assistants have more recently had the following awareness training:

- Autism awareness training
- ADHD awareness training
- Visual Impairment awareness training
- Speech and Language difficulties

In addition the following teachers have received the following enhanced and specialist training:

- Mrs Daborn – National SENDCO Award
- Mrs Donaldson – Advanced Dyslexia training
- Mrs Phelan – Numicon training
- Mrs Graff – Dyslexia training

Where a training need is identified beyond this we will endeavour to find a provider who is able to deliver it. Training providers we can approach are the Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Dyslexia specialists, Autism specialists, Teaching and Learning Advisors etc.

How equipment and facilities support children and young people with SEND

Specialist equipment will be considered on an individual basis.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

The same arrangements for the treatment of complaints at St Elizabeth's Catholic Primary School are used for complaints about provision made for children with SEND and disabilities. We encourage parents to discuss their concerns with the class teacher, SENDCO or Head teacher to resolve the issue before making a formal complaint to the Chair of the Governing Body. (Refer to the Complaints Policy on the school website)

How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

- A Service Level Agreement with Educational Psychology service for 7 hours per term.
- Premium level membership to SPARK (the School Performance Alliance in Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services for children with EHCPs
- School Nurse

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS), a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential advice, support and options around educational issues for parent/carers who have children with SEND or disabilities.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's SEND. The Parent Partnership Service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:

Telephone

[020 8831 6179](tel:02088316179)

Email Address

RichmondKingston@kids.org.uk

Website

<http://www.kids.org.uk>

Primary and Secondary Transfer

At St Elizabeth's Catholic Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

It is part of our responsibility towards our pupils with SEND to ensure an efficient transfer into secondary school so that there is a continuation of provision. The most effective way to do this is to have personal contact with staff. The school's Y6 teacher liaises with staff from secondary schools and if possible with the SEND Co-ordinators from those schools to discuss individual cases.

All SEND Co-ordinators from Richmond Schools meet annually in the summer term and part of the agenda consists of passing on, or making arrangements to pass on individual SEND records.

Local Authority's SEND offer

There is a link to the local authority's local offer in the SEND Information Report on **www.st-elizabeths.richmond.sch.uk**. Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

We will publish the Information Report on our website. The information Report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.