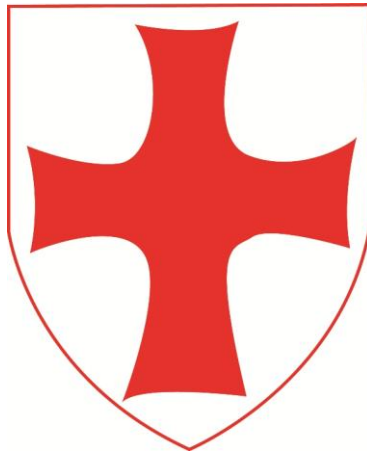


**St. Robert Southwell Catholic  
Primary School  
A school in the trusteeship of**



Diocese of Westminster



**Special Educational Needs (SEND)  
Policy**

**Approved by staff: 16<sup>th</sup> January 2019  
Adopted by Governors: 12<sup>th</sup> February 2019  
Next Review: February 2020  
Responsible Person: Mrs Egan**



## **MISSION STATEMENT**

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.



# St Robert Southwell Catholic Primary School

*Aiming For Excellence - Being The Best We Can Be*

## SEND POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEN Code of Practice 0-25 2015
- SEND regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Part 3 of Children and Families Act 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping children safe in Education 2018

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

Behaviour Policy, Assessment Policy, Equal Opportunities Policy, Homework Policy, Safeguarding and Child Protection Policy, Medical Conditions Policy and School Accessibility Plan.

The school's statutory SEND (Special Educational Needs and Disability) Information Report includes information for parents in the easy to understand the format of commonly asked questions. This is available on our school website <http://www.robsouth.org> and in paper form from the school office. Details of Brent's Local Offer are also available on the school website.



## **St Robert Southwell Catholic Primary School**

*Aiming For Excellence - Being The Best We Can Be*

**This policy was created by the school's Inclusion Manager with the SEND Governor in liaison with the CLT (Core Leadership Team), all staff and parents of pupils with SEND.**

**Name of Inclusion Manager: Mrs Lisa Egan**

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At St Robert Southwell, we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. We welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and Disability (SEND). We have high expectations for our pupils and strive to ensure that all children make progress in their academic as well as social and emotional and physical development. We aim to achieve this through the removal of barriers to learning and participation. We focus on the outcomes for children.



## **Definition of SEND**

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which 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 they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which 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.

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

High-quality class 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 best endeavours to ensure that such provision is made for those who need it.

Every teacher is a teacher of every child including those with SEND. We work in close partnership with parents/carers who play an active and valued role in their child's education. The objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To work within the guidance provided in the SEND Code of Practice 2015
- To allocate staffing and resources in ways which reflect differing individual needs as finances allow.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need
- To Plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To involve parents/ carers in the identification and review of the targets set for individual children and those targets identified in the child's Individual Education Plan;



- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

## **Roles and Responsibilities:**

### **The role of the governing body is to:**

- Appoint an SEND Governor
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEND Code of Practice.
- Report to parents/carers on the implementation of the school's policy for children with SEND.
- Ensure they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed.
- Perform the duties of the Special Educational Needs and Disability Act (2001) including publishing a 3-year Disability Equality Accessibility Plan.
- Ensure the appointment of an appropriately qualified SENCo.

Mrs Egan (Inclusion Manager) is responsible for coordinating the provision of special educational needs throughout the school.

### **The role of the Inclusion Manager is to:**

- Ensure day to day operation of the SEND Policy and the Deployment of Teaching Assistants Policy.
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of IEPs (Individual Education Plans).
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Line manage the TA's
- In consultation with class teacher, set up, monitor and review ISPs.
- Overseeing and maintaining resources for special educational needs
- Liaising with outside agencies



- Contributing to and, where necessary, leading the continuing professional development of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND, to the Head and governing body.
- Coordinating the range of support available to children with SEND.
- Together with the class teacher liaising with parents/carers of children with SEND
- Maintaining and monitoring a Provision Map which details the various programmes and arrangements in place to meet identified needs.

**Every teacher** is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The Inclusion Manager will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEND.

## **Identification and assessment arrangements and review procedures.**

The school follows the guidance contained in the SEND Code of Practice (2015). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

**These are:**

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory and/or physical needs.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where possible we will meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are high quality and effective. At St Robert Southwell, the quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.



However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the Inclusion Manager. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Additional interventions and targeted support will be provided. Pupils will only be identified as SEND and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. We may reassess needs, if appropriate through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the child, and plan the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map and drawing up a IEP. Any provision made and the progress made by your child will be discussed with you regularly and reviewed to ensure it is having an impact on achievement. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum stages significantly below those of his/her peers we draw on more specialised assessments from external agencies and professionals provided by the LA (Local Authority).

We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the Inclusion Manager and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

### **An Individual Education Plan (IEP) will detail:**

- Exactly what needs are identified.
- Short-term SMART targets.
- The names of staff and/or outside agencies involved with the targets and responsible for maintaining and updating the plan.
- The teaching strategies;
- What additional provision will be made;
- When we will monitor and review the plan;
- How we will judge progress  
Any outcomes after a review cycle
- The signature and comment from both the child and parent





All IEP plans are reviewed three times a year and we acknowledge that IEPs are only effective if they are living records that are regularly monitored and revised. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education and Health Care Plan.

### **The EHCP will include:**

- A profile of the child to include their strengths and aspirations for the future
- The child's education, health and care needs
- The goals or outcomes for the pupil agreed by the family and professionals involved
- Any education, health and social care provision that is in place to meet their needs
- A detailed annual support plan which includes the goals for the pupil for the next year and what is in place to help them achieve those goals

Children with an EHCP will also be invited to a transition meeting with their new teacher at the end of the year. There will be a comprehensive handover of information between the current class teacher and Inclusion Manager and the new teacher regarding the child's needs.

If the parents/carers decide to move towards a personal budget, the school will work with the parents/carers to give them advice on how this could be spent.

The Head teacher has the final say in the use of the personal budget within the school.

Where a child has an EHC Plan (Educational Health Care Plan), we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend. A six-month review will be held for children in Foundation Stage and may be used, if necessary, for any child in Key Stage 1 or 2.



## **Training and Resources**

Many of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the Inclusion Manager to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the Inclusion Manager.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All training needs of staff are identified and monitored by the Inclusion Manager. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's Inclusion Manager regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **Admission arrangements**

The admissions policy is based on the agreed local diocesan policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

## **Links and Use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion Manager will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the educational psychologist, learning support team, Physical and



Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

## **Supporting Pupils and Families.**

Parents should refer to the LA local offer for information and support and to access links with other agencies. This is available on our website together with Admission arrangements. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEND, and parents are included in all arrangements regarding transition. Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the IEP.

## **Supporting Pupils at School with Medical Conditions.**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.



## **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Manager and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body.

## **Criteria for evaluating the success of our policy**

The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.