



St Robert Southwell Catholic Primary School

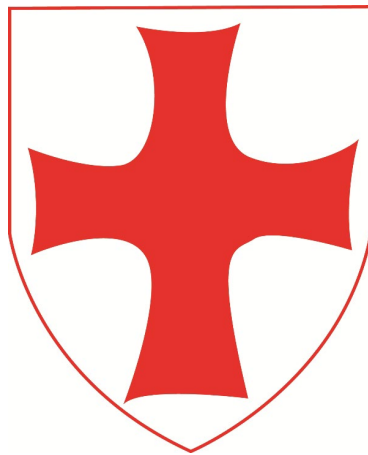
Aiming for Excellence - Being the Best We Can Be

St. Robert Southwell Catholic Primary School

A school in the trusteeship of



Diocese of Westminster



Special Educational Needs (SEND) Policy

Approved by staff: May 2024

Adopted by Governors: May 2024

Next Review: June 2024

Responsible Person: Mrs. Egan

*Following Jesus' footsteps and inspired by St. Robert Southwell we work hard,
aim high and treat everyone with honesty and gentleness.*



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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.

Summary:

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness

Vision Statement

Aiming for Excellence – Being The Best We Can Be

- At School, At Home and in the Community
- Developing children who achieve well, are confident and are happy
- Young people who live their faith positively and contribute to the common good

Wellbeing & Mental Health Vision

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed.

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional wellbeing and mental health.

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Introduction

At St Robert Southwell we are committed to the Catholic principles of social justice and Inclusion, which recognise the entitlement of all pupils to a balanced, broad curriculum, matched to individual needs, allowing and encouraging those individuals to achieve their best. Our SEND policy reinforces the need for teaching that is fully inclusive.

What does Inclusion mean at St Robert Southwell?

- Inclusion is the uniqueness of every child.
- The power of being believed and being understood.

Why is this important?

- Being believed and understood gives children a sense of self and identity.
- It empowers children to be successful on their journey through education.
- Inclusion gives children what we all want and need: a sense of belonging.

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 that can exclude pupils. We adopt a whole school approach to SEND policy and practice, with a commitment from all staff to promote our vision. All teachers are teachers of pupils with Special Educational Needs

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We ensure that children are respected, valued and listened to. We encourage participation by all pupils in all areas of school life, and are careful that every child achieves and makes good progress.

Compliance

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 Code Of Practice 2015](#)
- SEND regulations 2014 [SEND Regulations 2014](#)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Part 3 of Children and Families Act 2014 [Part 3 Children and Families Act 2014](#)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping children safe in Education 2023 [Keeping children safe in education 2023](#)

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

Behaviour Policy, Equal Opportunities Policy, Safeguarding and Child Protection Policy, Accident, Incident and medical procedures 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 available on the school website or Brent council's website www.brent.gov.uk/localoffer

Name of Inclusion Leader: Mrs Lisa Egan

Tel: 0208 204 6148

Email: legan@robsouth.brent.sch.uk

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.

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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 Support 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 Inclusion Leader

The role of the Inclusion Leader is to:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day- to- day responsibility for the operation of the SEND Policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Line Manage Teaching Assistants
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- In consultation with class teacher, set up, monitor and review ISPs.
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, including the local authority.

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- Contribute to and, where necessary, lead the continuing professional development of staff.
- Monitor, evaluate and report on the provision for children with SEND, to the Headteacher and governing body.
- Coordinate the range of support available to children with SEND.
- Together with the class teacher, liaise with parents/carers of children with SEND
- Liaise with potential secondary schools/next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

The SEND Governor

The role of the SEND Governor is to:

- Help raise awareness of SEND issues at the governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and feedback to the governing board
- Work with the Headteacher and Inclusion Leader to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The role of the Headteacher is to:

- Work with the Inclusion Leader and SEND Governor to determine the strategic development of the SEND policy and provision in the school

Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- accountability for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- collaborating with the Inclusion Leader to decide what action is required to assist the pupil with SEND to progress
- working with the Inclusion Leader to collect all available information on the SEND pupils
- ensuring appropriate support is given by assigned TA's to deliver the individualised programme set out in the SEND support plan
- developing constructive relationships with parents

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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 Leader. 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 and an 'Initial concerns' form will be completed by the class Teacher. A clear timescale will be agreed and all will be clear about how they will help the child to reach the expected outcomes.

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. This level of support is categorised as SEND Support. The SEND register is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.



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At St Robert Southwell we use a 'Graduated Approach' when making the decision as to whether a child needs to be added to the SEND register. This is known as the assess, plan, do, review cycle.

This means that teachers, the Inclusion Leader and/or outside specialists will **assess** your child, **plan** their learning based around the findings of these assessments, **do** the things that they believe will best support the child and then **review** the outcomes.



Evidence for all stages of this cycle comes from observations, progress and attainment data, work produced, discussion between teachers and teaching assistants, and the views of parents and carers. In instances where a child is receiving high-quality provision (both in class and additional) but their progress is still of concern, teachers then make use of specialist assessment tools and expertise of outside professionals to identify where the area of need lies and specific gaps in learning or areas for development.

Your child will be monitored, and individual targets will be set and shared with you termly on an ISP (Individual Support plan). Any provision in place and the progress made by your child will be discussed with you regularly and reviewed three times a year to ensure it is having an impact on achievement.

We will ensure that parental consent is sought before any outside agencies are involved.

An Individual Support Plan (ISP) will detail:

- Identified needs of the pupil
- 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

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 the need for either of us to approach the Local Authority (LA) to request a statutory assessment. This may or may not result in the LA issuing an Education and Health Care Plan (EHCP)

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The Educational Health Care Plan 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 outcomes for the pupil agreed by the family and professionals involved
- Provision in place to help them achieve their outcomes
- Any education, health and social care provision that is in place to meet their 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.

Education and Health Care Plans must be reviewed annually. Parents/carers, child, outside agencies, Inclusion Leader 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.

Year 5 reviews will indicate the provision required in Secondary school and new Outcomes will be set. At Year 6 reviews, the Inclusion Leader/ SENDCo of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year.

The Inclusion Leader will write a report of the annual review meeting and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

At the end of each academic year, children with an EHCP and their parents will be invited to a transition meeting with their new teacher. There will be a comprehensive handover of information between the current class teacher and the new teacher regarding the child's needs.

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 Leader will usually make the necessary arrangements and discuss with parents/carers accordingly. We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Occupational Therapy
- Physiotherapy
- Educational Psychology service
- BOAT
- Brent Inclusion Team
- CAMHS

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- Brent Child Development Team
- Brent Hearing Impaired Service
- Brent Visual Impaired Service
- Health- Including GP's, Paediatricians
- School Nurse
- WEST

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 ISP.

Contact details of support services for parents of pupils with SEND

Brent **SENDIAS** offers support and advice for parents with SEND

Email: Sendias@brent.gov.uk

Brent Carers Centre also provide advice and support to parents and young carers who are unpaid carers to family members and children.

Tel: [0203 802 7070](tel:02038027070)

Email: email@brentcarerscentre.org.uk

Training and Resources

Many of the resources used by children with SEND are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the Inclusion Leader 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 Leader.

The Headteacher informs the Governors of how funding allocated to support Special educational needs disabilities has been employed.

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 Leader.

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All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader 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 Leader regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

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. Individual health care plans will specify the type and level of support required to meet the medical needs of such pupils.

Some children with medical conditions may have a disability 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.

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. If a child is transferring into the school with an 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.

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 Leader and/or Headteacher. The school has an open door policy and are happy to meet with parents to discuss any concerns they may have about their child's progress. Should the matter still be unresolved the parents/carers should contact the clerk to the Governing body Mrs Jenny Swift. Email: jswift@robsouth.brent.sch.uk

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 policy and Information report will be reviewed by the Inclusion Leader annually. It will also be updated if any changes are made to information during the year.

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