

*'Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

**Loving one another. Learning for our future.**



# **Special Educational Needs and Disability Policy**

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Updated: Autumn 2021

Next Review: Spring 2022

# Policy for Special Educational Needs and Disability (SEND)

## Introduction

St. Cuthbert with St. Matthias' SEND policy complies with the 2014 Children and Families' Act and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0–25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010
- Research and Analysis Supporting SEND 2021

## School Context

St. Cuthbert with St. Matthias CE Primary is an inclusive school. Every teacher is responsible and accountable for all the children in their class. Teaching and supporting SEND children is a whole school responsibility which involves a whole school unified response, enabling all children to fulfil their potential. It also requires partnership between all those involved – parents/carers, children, children's services, local authority, and all agencies.

All our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to our Safeguarding, Behaviour, Anti-Bullying, Medical and Curriculum Policies.

Our SEN Information Report and our own Local Offer is available on our website. The SEN Information Report is a comprehensive set of 'Frequently Asked Questions' which explains how the school supports children and parents. This has been produced in conjunction with parents. The school website also includes a link to the Royal Borough of Kensington and Chelsea Local Offer for parents and children with SEN and disabilities.

## Our aims and objectives

### Aims:

We aim to offer all children with a special educational need or disability full access to a broad, balanced and relevant curriculum, making sure arrangements are in line with the SEND Code of Practice 2015. We aim to raise expectations and aspirations of all SEND children, focusing on positive outcomes.

We ensure additional safeguarding challenges for children with SEND are met by making sure that all staff are aware of the risks and that additional support is put in place.

**Objectives:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also Curriculum and Assessment Policies).
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.

**Identifying Special Educational Needs**

The SEND Code of Practice (2015) states 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.

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all children are assessed on entry, building on information from previous settings.

The SEND Code of Practice (2015) describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The purpose of identification of needs is to work out what action the school needs to take, not to fit the child into a category. As a part of this process the needs of the whole child will be considered along with their strengths, not just the special educational needs.

Other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need. This might be:

- Disability, where a reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress.
- Attendance and punctuality.
- Health and welfare.

- English as an additional language.
- Children who are socially disadvantaged.
- Being a looked after child.
- Being a child of service personnel.

### **A graduated approach to identifying special educational needs**

Teachers are responsible and accountable for the progress and development for all children in their class. High quality teaching, differentiated for individuals, is the first step in meeting the needs of any child who has or may have special educational needs. St. Cuthbert's with St. Matthias regularly reviews the quality of teaching for all children as part of the professional management provision.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the SEND Code of Practice (2015) is making less than expected progress, given their age and circumstances, they will seek to identify a cause. This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

The progress of every child is monitored at half-termly pupil progress review meetings. Where children are identified as not making progress in spite of high quality teaching they are discussed with the SENCO (Special Educational Needs Co-ordinator) and a plan of action is agreed. Sometimes, children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. After consideration of all the information about the pupil's progress including consultation with pupil and parents, the cycle of Assess Plan Do Review is used which then becomes increasingly more personalised.

**Assess:** A more formative assessment by the SENCO may take place.

**Plan:** Interventions/ provision based on outcome of assessment are planned.

**Do:** Delivered by appropriately trained staff, support may take the form of additional in class provision or an intervention group to address a particular need.

**Review:** The effectiveness of the intervention/ provision will be monitored by the class teacher and the SENCO. The cycle may be repeated, becoming increasingly tailored to the needs of the child.

If despite support, children fail to make expected levels of progress, or are unable to transfer their learning when support is reduced, SEN support will be provided and the child's needs will be recorded on to the SEND register.

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during a meeting to discuss the difficulties the child may be having. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Let them know that their child is being placed on the SEND register on SEN support.
- Discuss assessments that have been completed.

- Agree a plan and provision for the term.

Parents and children are invited to a meeting at least once each term to review progress made, to set new outcomes and agree provision for the next term.

### **Managing Pupils Needs on the SEND register**

Once a child has been identified as needing SEN support the following paperwork is completed:

- At the beginning of the academic year a Personal Learning Plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. The plan records specific and challenging outcomes for the child to achieve, together with the personalised provision to be put in place to enable the child to achieve these outcomes. Targets are set which are linked to the outcomes and new targets are set as soon as a target is met 3 times.
- In every lesson staff in the classroom direct pupils to their target sheet and help them to focus on the target or targets appropriate for that lesson.

If children fail to make progress at SEN support, despite high quality, targeted support, we may apply for the child to be assessed for an Educational Health Care Plan (EHCP). Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP. If the application for an EHCP is successful, an assessment of needs will take place to ascertain whether an EHCP is needed. If it is agreed that an EHCP is needed, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers to learning that they face. Following the meeting, the local authority will produce the EHCP which outline strengths and difficulties under the four broad categories of need, along with the provision that should be provided. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a learning support assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating an additional learning support assistant to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and by the SENCO, who monitors progress towards the outcomes during the intervention and overall progress after the intervention.

- Interventions tend to be planned in six-week blocks with a three-week review to check the intervention is being effective.

At the end of each block, children's progress towards their outcomes is assessed and recorded.

A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class

The SENCO monitors interventions to identify 'what works'.

### **Criteria for exiting the SEND register**

Children's performance is regularly reviewed and if additional support is not required any longer, they may be taken off the SEND register.

### **Supporting Pupils and Families**

Information for children and families can be found on:

- Royal Borough of Kensington and Chelsea (RBKC) Local Offer: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

The purpose of the local offer is to enable parents/carers to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years, across education, health and social care.

- The SEND Information Report: [https://www.scwsm.rbkc.sch.uk/\\_site/data/files/curriculum/SEN/65DFBEB7F47CCE53DF8FC47EBE423DED.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/curriculum/SEN/65DFBEB7F47CCE53DF8FC47EBE423DED.pdf)
- Royal Borough of Kensington and Chelsea (RBKC) website for admissions: <https://www.rbkc.gov.uk/children-and-education/schools/join-school/admissions/starting-primary-school>
- Application for primary admission: [https://www.scwsm.rbkc.sch.uk/\\_site/data/files/admissions/CC35FF87C7CFD9EC44DF1025EF9D4765.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/admissions/CC35FF87C7CFD9EC44DF1025EF9D4765.pdf)
- The school's policy for managing medical needs : [https://www.scwsm.rbkc.sch.uk/\\_site/data/files/documents/policies%202018/4505C72D2A9437038B6F8D5666C062FD.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/documents/policies%202018/4505C72D2A9437038B6F8D5666C062FD.pdf)

Transition Arrangements:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from Nursery, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn Term of Year 6. The secondary school SENCO is invited to the Annual Review and other review meetings. Additional transition arrangements may be made at these reviews. Eg. extra visits, travel training etc.

## **Supporting Pupils at School with Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including 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 children may also have special educational needs and may have an Educational Health Care Plan which brings together health and special care needs, as well as their special educational provision.

The school's policy for supporting children with Medical Needs:

[https://www.scwsm.rbkc.sch.uk/\\_site/data/files/documents/policies%202018/4505C72D2A9437038B6F8D5666C062FD.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/documents/policies%202018/4505C72D2A9437038B6F8D5666C062FD.pdf)

## **Monitoring and evaluation of SEND provision**

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, carried out by the senior leadership team. The school undergoes an active process of continual review and improvement of provision for all pupils. Termly updates on the progress of SEND children are given to the head teacher, which is passed on to the governing body.

## **Training and Resources**

SEND is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6000 of resources to be used for the support of any individual child. Additional funding is available from the local authority through Educational Health Care Plans.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are equipped to address the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff may access training and support from specialist teachers and therapists. The SENCO regularly attends local SENCO forums in order to keep up to date with local and national updates and share good practice.

## **Roles and Responsibilities**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is Jennie Dalton. She meets with the SENDCO at least termly to discuss actions taken by the school.

SEN learning support assistants support SEN pupils on a 1:1 basis in the classroom, provide targeted support outside of the classroom, work on differentiated activities with groups of pupils, liaise with the SENCO and class teacher to deliver SEN provision, develop social/emotional skills, work with teacher to monitor the progress of pupils. Line managers of the SEN learning support assistants are Gillian Putterill (Head teacher) and Louise White (SENCO).

Designated Teacher with specific Safeguarding responsibility: Gillian Putterill (Head teacher)

Member of staff responsible for managing PPG/LAC funding: Cathy Cryer (Business manager)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:  
Louise White (SENCO)

### **Storing and Managing Information:**

Documents are stored in line with our school retention policy. This is in line with our school policy on information management (includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc). Details about this can be requested from our school office.

### **Reviewing the Policy**

The SEND policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

### **Accessibility**

The 2001 SEN and Disability Act placed a duty of care on all schools and local authorities to plan to increase over time the accessibility of schools for disabled children. St. Cuthbert with St. Matthias' Accessibility policy reflects the needs of children attending our school and changes are continuously being made to address identified needs:

[https://www.scwsm.rbkc.sch.uk/\\_site/data/files/documents/policies%202018/C7D971FB1AA0A6BDCF416B941284AAE3.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/documents/policies%202018/C7D971FB1AA0A6BDCF416B941284AAE3.pdf)

Classrooms and resources support children with specific learning difficulties and also reflect the needs of children with communication concerns or speech and language difficulties e.g. visual timetables, work stations.

Access arrangements:

Some children will be provided with access arrangements for exams e.g. extended time, enlarged papers.

This will be done in consultation with the head teacher and SENCO.

### **Dealing with Complaints**

St. Cuthbert with St. Matthias works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. Any complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Bullying**

St. Cuthbert with St. Matthias recognises the importance of sharing the anti-bullying message through emphasis on our vision and our PSHE and SEAL curriculum. Our anti-bullying policy:



[https://www.scwsm.rbkc.sch.uk/\\_site/data/files/documents/policies%202019/99A45AC801D790E283FDC7CD4A8EF4E6.pdf](https://www.scwsm.rbkc.sch.uk/_site/data/files/documents/policies%202019/99A45AC801D790E283FDC7CD4A8EF4E6.pdf)







