



**ST THOMAS A BECKET RC PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY  
POLICY**



Special Educational Needs  
& Disabilities

SENCO - Mrs Joanne Cooper (SENCO and Deputy Head)



**Learning Knows No Bounds**

Reviewed policy shared with staff: July 2019

Review Date: July 2020

# School Mission Statement

St Thomas a Becket School is a primary school of the Roman Catholic Diocese of Southwark. The aim of the school is to offer excellence of education in accordance with the teaching of the Church and to value and develop each child's potential in a community in which every member is fully respected.

We try to ensure this is done by

- Praying together
- Valuing the experiences of each member of the community
- Being a caring, forgiving community
- Living and working together
- By encouraging the children to achieve to the best of their ability

## **A whole school policy:**

This policy reflects the practice of the whole school community, including teachers, governors, parents, support staff and external agencies working in the school. The policy has been drawn up as a result of staff and parent discussion. The implementation of the policy is the responsibility of all staff and governors. As a school we celebrate learning differences and provide modifications in our teaching and support for specific programmes.

## **Rationale:**

St Thomas a Becket offers a full, broad, balanced and relevant differentiated curriculum where opportunities to achieve and succeed are provided for all children. We believe that a child with SEND should have their needs identified and an education provided that affords them the opportunity to achieve their personal potential. We work hard to ensure that all staff working with children value and respect the diversity within our school and community. We are proud of our stimulating and inclusive environment where we aim to provide every child with access to a quality education. This includes the statutory aims of the National Curriculum (2014) and the SEND Code of Practice

(2014). We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs and that through our quality first teaching and effective differentiation all of the children in our school will be able to access and enjoy the curriculum that we provide.

## **Objectives:**

The school will effectively include pupils with learning differences in the following ways:

- Enabling all children to realise each and every one is special in the eyes of God irrespective of their abilities and needs
- Working within the guidance provided in the SEND Code of Practice
- Operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Commitment to delivering a SEN inclusion policy co-ordinated by the Special Educational Needs Co-ordinator (SENCO)
- By meeting the Special Educational Needs of each child
- By ensuring early identification and assessment of children who have SEND and additional needs
- Commitment to promoting a ‘child-centred’ approach to all planning
- By setting suitable learning challenges
- By using pupil and parent voice to assist us in knowing how best to meet children’s needs.
- By responding to pupils’ diverse learning needs.
- By overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing support and advice for all staff working with special educational needs pupils.
- Working with the Local Authority to plan strategically for and make progress in improving the physical environment of our school for children with disabilities.
- Actively seeking to remove barriers to learning and participation that can hinder or exclude pupils with disabilities

## **Roles and Responsibilities**

Provision for pupils with special educational needs and/or disability is a matter for the school as a whole.

In addition to the governing body, the Head teacher and all other members of staff have important responsibilities.

- The school has a named SEND Governor (**Mrs Marie Crabtree**) who monitors SEND provision.
- The Head teacher has overall responsibility to ensure the policy for SEN is implemented.
- The SENCO (**Mrs Joanne Cooper**) is responsible for assessing pupil's progress, supporting staff, liaising with parents and outside agencies, providing resources and support programmes and managing the teaching assistants.
- All class teachers are responsible and accountable for the progress and development of the pupils in their class. Teachers provide high quality teaching, differentiated for individual pupils.
- Teaching assistant and Early Years Practitioners are provided with clear guidance to support the children they are working with. They are provided with appropriate resource/programmes and training from the class teacher, SENCO and external agencies.

### **Definitions of a Special Educational Need:**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- 1) Communication and Interaction

- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and /or Physical needs

Special Educational Provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their ages in school maintained by the LEA, other than special schools, in the area.

### English as another language

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.

We consider what is NOT SEN but may impact on progress and attainment:

- Disability(the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Additionally identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

### **Identifying Special Educational Needs**

At St Thomas a Becket we identify the needs of our pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The SEND Code of Practice 2014 states:

*6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.*

We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible.

### **The Graduated Approach**

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought in order to provide better support to cater for the difficulties that a child may be experiencing.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN at St Thomas Becket. All 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 intervention teachers. Class teachers regularly assess the pupils in their care. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

When a class teacher identifies that a pupil has SEN/D - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offered:

- The class teacher remains responsible for working with the child on a daily basis. If necessary the SENCO will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary.
- SENCO and class teacher, in consultation with parents, ask for help from external services. The class teacher and SENCO are provided with advice or support from outside agencies.
- SEN support takes the form of a cycle through which earlier decisions and actions are revised, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### Graduated approach to SEND Identification at St Thomas a Becket

#### **Quality First Teaching**

(Concerns Raised)



#### **Further investigation**

(Class teacher and SENCO - assessment, tracking, consultation with other staff etc.)



#### **Planning**

(Next steps, identifying long term outcomes, setting targets and writing I.E.Ps, consider referrals)



#### **Do**

(Implementing agreed actions - T.A.s to run programmes, support in and out of class)



### **Review**

(Evaluate impact of actions - review I.E.P.s, assessment and tracking etc.)

Progress made or move to:



### **Involve specialists**

(Seek additional advice and implement strategies)

Ongoing, if no progress over period of time may result in an application for EHCP.



### **Educational, Health and Care Plan (EHCP)**

(MAP work with E.P. - Additional intensive support)

## **Managing Pupils Needs on the SEN Register**

One significant change arising from the SEND reform is that Statements of Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan, written in consultation with teachers, parents and any outside agencies involved. At present, we have **seven** children with EHC Plans in our school.

Children who were previously identified as having Special Educational Needs at the School Action or School Action Plus category are now identified in one school-based category - SEN Support. At St Thomas a Becket, these children may be supported through resources within the school or supported through outside agencies. All staff are familiar with this approach. A child's IEP will record the type of support involved.



At St Thomas a Becket we have a system in place to ensure that the needs of all pupils are met and that we can continue to raise the aspirations and expectations for all pupils with SEN.

- Our SENCO is a member of the SMT.
- Our school Record of Needs includes all children who have EHC plans, SEN support. This is updated and reviewed termly by the SENCO and Head teacher in consultation with parents, class teachers and any external agencies involved.
- Our Provision Mapping (Must, Could, Should) and our Record of Needs enables all the children to be tracked and for the support to be adjusted if necessary. In turn, this allows the SMT to compile essential data and enables us to monitor how successful our inclusive education is.
- Joint planning meetings take place at the beginning of each term with the E.P. SALT, STEPS team, ASD Outreach and CAMHS. This ensures that the appropriate and effective support is offered to each child identified as having SEN/D.
- I.E.P.s are written **with** each child identified as having SEN/D and are shared with parents. These are reviewed each term. The targets are monitored so that the plans are effective in meeting the children's needs.
- Each class has an SEN folder where relevant I.E.P. s are kept alongside relevant up-to date information regarding specific educational needs.
- Class teachers complete MUST/COULD/SHOULD reviews at the end of the school year for all the children in their class.
- Children who have been identified as requiring an EHC Plan are invited to MAP (child-centred planning) meetings facilitated by the school's Educational Psychologist.
- All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated people responsible for child protection who are the Head teacher and the Deputy Head/SENCO.

### **Partnership with parents**

Parents have a vital role to play in supporting their child's education and their views will always be sought. The knowledge and experience they have of their child will be used to support him/her. By working in partnership with the parents we can ensure that the child's voice is heard in all that we do in school to support them. Parents can refer to our school website to see the school based Local Offer/SEND Report.

- Parents will be informed at the start of any SEND procedure/provision and of any changes or amendments. They will meet regularly with school staff and outside agencies involved, working in partnership with them to address the needs of their child.
- Parents are able to discuss any concerns about their child with the Head teacher, the SENCO and class teacher informally or by appointment.
- Parents have the right to choose which school they wish their child to attend.
- Parents have a right of appeal against decisions made by the LA regarding their child's educational provision.
- Parents will be informed and invited to attend relevant training.

## **Pupil Voice**

### **Taking into account the age, maturity and capability of the child**

- We will listen to their views and wishes
- We will recognise their right to participate and express an opinion in any matter affecting them
- We will recognise that they need training and encouragement to participate and become involved in their decision making
- Through our active School Council we will seek and listen to the views and opinions of all the children in our school

## **Partnerships with Outside agencies**

Our school works in partnership with outside agencies, parents and the child to identify SEND early and devise focused intervention. Together we review the effectiveness of approaches and strategies and plan together to devise appropriate targets and programmes for staff, parents and children.

At St Thomas a Becket we work with the following outside agencies:

- Educational Psychology Service
- Educational Social Work Service
- STEPS Team
- Waterside Behaviour Support Service
- ASD Outreach
- CAMHS - Early Intervention Team

- School Nursing Team
- Health Visitors
- Speech and Language Therapy Service
- Community Paediatricians
- Occupational Therapy Service
- CENMAC
- Physiotherapy Service
- Music Therapy
- Vision Advisory Team

## **Staff Development**

The Governing Body ensures that all staff is fully trained in matters regarding SEND.

- The SENCO regularly attends appropriate courses and conferences
- The SENCO is part of the Early Years Forum and the Local Abbey Wood SENCO Cluster.
- The SENCO attends regular meetings and training arranged by the Local Authority advisory service.
- The SENCO provides and facilitates INSET training.
- All T.A.s are offered regular training up dates.
- Termly training is provided for T.A.s by the SAL team
- The SENCO is a member of the SMT
- Governors are informed of Special Needs issues in the Head teacher's report.

## **Funding and Resources**

The Governing Body ensures that the funds available for SEND are allocated appropriately at the beginning of each financial year and as the need arises.

- A variety of resources/materials are available to all staff and new resources are purchased by the SENCO as the need arises.
- The SENCO advises the Learning Teams on suitable materials for children with SEND.
- Support staff are allocated to year groups or to work with groups/individual programmes with SEND children.

## **Supporting Pupils with Medical Conditions**

At St Thomas a Becket we recognise 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.

- Records of medical conditions, medication and Care Plans are kept in school and all relevant staff are informed. These records are updated regularly.
- The SENCO is in regular contact with the School Nursing Team. Meetings are held to review the children with Care Plans.
- Regular training is provided for all staff relating to medical issues. For example: Epipen Training, Epilepsy Training, Diabetes Training etc.
- Appropriate numbers of staff are First Aid training and this training is renewed on a regular basis.
- Our school complies with its duties under the Equality Act 2010 when working with children with medical conditions who are disabled.

## **School Admission and Inclusion**

St Thomas a Becket School admits pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.

## **Reviewing the SEND Policy**

The SEND Policy will be reviewed according to the following success criteria:

- Any advice or guidance being published by the Department for Education on the New Code of Practice.
- Monitoring of parental involvement
- Monitoring of children's involvement
- Monitoring of individual programmes and group programmes
- Monitoring of I.E.Ps termly through discussions with the SENCO, class teacher, the child and the parents.
- The policy will be reviewed on an annual basis.

## **Complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 5 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 5 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

**Policy Written by:** Mrs Joanne Cooper (SENCO)

**Review Date:** March 2020

In accordance with the published admissions criteria, the Governing Body will admit any child who has a known and identified special educational need that can be met by the school. (Consultation will be held with the Local Authority and Parents prior to admittance of the child who has already received an EHC Plan or who has a specific disability or difficulty to ensure that the school can meet any needs.

This policy takes into account all relevant legislation, especially the Special Educational Needs and Disabilities Code of Practice 0-25 years (July 2014).