

**ST. PETER'S
PRIMARY
SCHOOL**



St. Peter's Primary School

Special Educational Needs

and

Disability (SEND) Policy

Approved: October 2018

To be reviewed: October 2019

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St. Peter's Primary School SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed following guidance from the Croydon SEND team.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Mrs Jacqueline Kennedy. She can be contacted via email or through the school office

Email address: JKennedy.306@lgflmail.org

Mrs Kennedy is a qualified teacher who has achieved the National Award in Special Educational Needs Coordination and has an MSc degree in Special and Inclusive Education from University College London, London University.

This policy will be reviewed no later than: October 2019

Section 1: Our values and vision in relation to SEND provision

St. Peter's Primary School will use its best endeavours to ensure that the necessary provision is made for any pupil with SEND. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND. We want to engage every pupil to become self-motivated, life-long learners, including those with special educational needs or disability. We want to ensure pupils with SEND reach their personal and academic best through participating in an exciting and memorable curriculum that is accessible to all. Working in partnership with parents is fundamental to our ethos; parents are always welcome to telephone, e-mail or arrange a visit to discuss their child's individual needs. Together, we can make a difference!

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued professional development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

Please refer, also, to the school's 'Aims', 'Equalities Policy' and 'Teaching and Learning Policy'.

Section 2: Admission Arrangements for Children with SEN and Disability

The school's admission arrangements are set out in the school prospectus and make clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or
- the attendance and inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school.

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Reviewing the skills and attainment of pupils when they join the school, taking into account information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Listening to concerns raised directly by parents or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have a special educational need, consideration will also be given to other factors which may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEND

When it is evident that a pupil will require a more tailored and higher level of support than is available from everyday teaching we will offer **additional SEND support**.

Parents will be notified that their child will receive this additional support and the child will be placed on the **SEND register** where his/her progress and provision can be monitored more closely.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to the current profile of need

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and to ensure effective special educational provision. This will be managed through a four-part cycle, that is: assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as the speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified supporting the evaluation of the impact of any provision

- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
(The full range of additional interventions available are set out on our school provision map which is available on the school's website)
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual support plans (children's passports and school provision maps)
- Be shared with all key teachers, support staff and parents so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan with the time frame/date when it will be reviewed.

DO:

Class teachers, with the support of the SENCO, will take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupil's needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make referrals to specialist agencies.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEND Register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be notified, and the decision to remove from the register will be discussed with them prior to removal. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEND at St Peter's Primary School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP)

Full details of the process for requesting an EHCP can be found on the Croydon SEND offer web site (details in Appendix 3).

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in Individual Health Care Plans (IHCP).

The IHCP will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals
- Shared with all relevant staff
- Reviewed regularly to reflect changing needs and support

Where a pupil with a medical condition also has a disability or SEN the IHCP will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support as advised by health care professionals/the school nurse so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate medical policy which can be found on the school's web-site.

Section 6: Transition Arrangements - Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

PRIMARY:

For pupils joining the school in our Reception classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need, this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which

sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

For pupils moving to secondary school or to a different school, the SENCO/Year 6 teachers will make contact with the new school to share relevant information. As above, where the child has significant needs or an Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO, decide how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school and this is reported to the governor for SEND. This is a finite sum and is not adjusted through the year to take account of any changes in the cohort of pupils with SEND.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are being put in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting pupils with SEND.

The SENCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also an active member of the local cluster network.

Section 9: Roles and Responsibilities

The SENCO:

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. The Senior Leadership Team line manages teaching assistants within each of their phases including those who give support to groups of children with SEND. The SENCO line manages teaching assistants that work in a one to one capacity with children with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and to support progress for pupils with SEND. The SENCO also takes a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensuring that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEND at St Peter's Primary School is Carol Kellas.

The lead governor meets at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and to contribute to plans to develop and enhance this provision.

The lead governor also ensures that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

Other key staff who are actively involved in supporting and co-ordinating SEND provision and part of our wider inclusion team include:

Designated teachers for Safeguarding: Mrs Samantha Sandle and Mrs Caroline Barriball (Acting Co-Head Teachers) and Mrs Jacqueline Kennedy (SENCo).

Designated teacher for Looked After Children: Mrs Samantha Sandle (Acting Co-Head Teacher)

Lead teacher for effective deployment of pupil premium funding: Ms Rosie Ellery (Assistant Head Teacher)

Lead teachers for effective deployment of sports funding: Mr R. Hurrion and Mrs E. Smith

Attendance Officers: Mrs M. McDonald and Mrs T. Stace

Emotional Literacy Support Assistant: Mrs Jacqueline Chang-Leng

School Counsellor: Mrs E. Ruse-Whally

Administrator for Lexia Intervention: Mrs V. Callus

Speech and Language Specialist Teaching Assistants: Mrs N. Coton

Section 10: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 11: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO and Head Teacher as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the Educational Psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but

operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and will be directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHCP assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti-Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND are told to report any incidents of bullying to their class teacher or assigned Teaching Assistant. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices within the school community we ensure our effectiveness in reducing and responding to bullying.

Section 13: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan can be found on the school web-site under 'About Us, Statutory Information, Special Educational Needs'.

Appendix 1:

Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2018)

Croydon's local offer for SEND: <http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

A child or young person has SEN 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 has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of other pupils of the same age or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer.

Appendix 3:

Links with Local and National services and organisations to support implementation of the SEND policy:

Octavo Educational Psychology Service	Tel: 0208 241 5460
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech & Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents in Partnership	0208 663 5626 office@pipcroydon.com www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	Tel: 0208 663 5630/5631 www.kids.org.uk/croydon-sendiass
Contact a Family	0208 404 1971 www.contact.org.uk
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/