



The Federation of Sacred Heart & St Mary's RC Primary School, Battersea

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved By	Governors
Reviewed On	March 2023
Review Due	March 2024
Review Cycle	Annually

Contents

Aims.....	2
Legislation and Guidance.....	2
Definitions.....	2
Roles and Responsibilities.....	3
SEND Information Report	4
Our Approach to Teaching Pupils with SEND.....	7
Evaluating the effectiveness of SEND provision	9
Monitoring Arrangements	11
Links with other policies and documents	11

Aims

Our Special Educational Needs and Disability (SEND) policy and information report aims to:

The Federation of Sacred Heart and St Mary's RC Primary Schools, gives every child the opportunity to enjoy learning and achieve their potential in a nurturing, respectful and inclusive environment.

- To provide a broad and balanced curriculum with access to all whilst acknowledging that some children may need help in progressing towards common goals will be different.
- To ensure early identification on SEND.
- This will address their individual learning needs, emotional needs, and should allow each child to develop to their potential.
- To promote effective liaison with outside agencies.
- To work in partnership with parents and children when addressing and reviewing children's needs.
- To develop staff awareness of issues regarding SEND and the Code of Practice.
- To ensure regular liaison between staff to assist in addressing children's needs.
- To encourage children to reach their full potential and be involved in rewarding, motivating activities.
- To be aware that children need to experience success.
- To make reasonable adjustments to adapt provision to meet the needs of individuals.
- To encourage a positive self-image for all our children by recording strengths and successes.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO

The SENCO at Sacred Heart is Thohomina Chowdhury. The SENCO at St Mary's is Mary Gilbride.

SENCO will:

- 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 this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- 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.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Following the school's procedures for identifying, assessing and making provision for students with SEND;

- Being responsible for the differentiation of resources and lesson materials to suit the needs of SEND students;
- attend SENCO led Continuing Professional Development (CPD) to enhance their understanding of students' needs and strategies that can be used to support individuals;

SEND Information Report

Please view St Mary's [SEND Information Report 2023](#) for additional information.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEND and assessing their needs

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEND and Disability Code of Practice:

- **Communication and interaction needs**

Children who experience difficulty with speech, language and communication, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- **Cognition and learning needs**

Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy or numeracy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.

- **Social, emotional and mental health needs**

Children's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming.

- **Sensory and/or physical needs.**

Children who have difficulty paying attention or forming attachments with adults also fall into this category.

We will assess each pupil's current skills and levels of attainment on entry and at termly intervals, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Throughout the process of identifying a young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach.

At the point a child will be placed on the SEN register at SEN Support in consultation with parents. This process will lead to the identification of the child's primary, and is required a secondary need. The school will not delay in implementing extra teaching or other interventions designed to secure better progress, where required.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support. At all stages of the Special Educational Needs and Disabilities process, the school will keep parents fully informed and involved with the progress of their daughter or son. We will communicate with parents about test results, additional assessments and outside intervention and provide clear information relating to the child and their particular learning requirements. We consider the wishes, feelings and knowledge of the parents at all times and aim to share the process of decision making. Regular meetings, to review progress, will take place with parents, class teachers and children. Parents are welcome to contact our SENCO.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents and staff working with the child.
- The pupil's own views.
- Advice from external support services, if relevant.
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- **When moving classes in school:**
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEND Support records will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
 - A meeting is held in the new term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.
 - Further home visits may be carried out for pupils leaving Nursery school to attend reception to ensure up to date information is shared between parents and the school.

In Year 6

- The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions in line with our SEND offer (published in the [SEND Information Report 2023](#))

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to school's accessibility plan and SEND Information report for additional information.

Sacred Heart RC Primary School <https://www.sacredheartschoolbattersea.co.uk/school-policies/>

St Mary's RC Primary School https://www.stmarysschoolbattersea.co.uk/school_policies/

Additional Support for Learning

- We have teaching assistants who are trained to deliver interventions.
- Teaching assistants will support pupils on a 1:1 basis when directed by the SENCO.
- Teaching assistants will support pupils in small groups when class teachers consider this a better strategy.
- We work with the following agencies to provide support for pupils with SEND including Child and Adult Mental Health Services (CAMHS), NHS, paediatricians, Occupational therapists, speech and language consultants, medical staff, behaviour specialists, counsellors, play therapist.

Expertise and Training of Staff

Our SENCOs hold the National Award for SENCO qualification and have extensive knowledge of supporting pupils with SEND needs

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Securing Equipment and Facilities

SENCO's from each school will liaise with specialists for support e.g. Wandsworth Sensory Support Services and to advise on equipment needed in school. We have a number of additional resources e.g. ear defenders, wobble cushion and or writing slopes, coloured overlays, timers and pencil grips, in school to support children's learning and engagement in learning.

Children attending Hillary House at Sacred Heart School, Battersea will have access to additional resources. Further information about these resources is outlined in the ASD policy.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6-12 weeks.
- Using pupil, parents and staff questionnaires.
- Regular meeting with the SENCO and the support staff to review interventions.
- Monitoring by the SENCO to sample children's views.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Holding termly reviews for pupils with EHC plans.
- Inclusion meetings held every two weeks.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all pupils, including early morning drop off-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability as far as this is reasonable. The school will always communicate with parents and try to do their best to include pupils and make all reasonable attempts to overcome hurdles or barriers.

Support for improving emotional and social development

Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.

- We have a Play Therapists who works on site weekly.
- We provide social skill interventions.
- Pupils with SEND are encouraged to be part of the school council and Faith Friends.
- Pupils with SEND are also encouraged to be part of all school clubs to promote teamwork/building friendships.
- We work closely with staff from Wandsworth PRU to support children with SEMH needs.
- We work closely with WAAS (Wandsworth Autism Advisory Service) to support children and parents.
- We have a zero-tolerance approach to bullying.

Working with other agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. A comprehensive list of agencies that the school works with is listed in the Schools [SEND Information Report 2023](#).

Workforce Development and CPD

All new staff have an induction programme in place. Staff will have sessions with the SENCO that are designed to explain the systems and structures in place to support the needs of individual children. The training needs of all staff are identified, a programme of professional development is in place. Regular SEND staff meetings are held. The SENCO attends the termly Wandsworth SENCO forum, in order to keep up to date with local and national issues in SEND.

Complaints about SEND provision

As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaints through misunderstanding or lack of agreement about how best to help the child.

However, if a parent has a complaint the following procedure takes place:

- (1) The parent speaks to the class teacher about the problem. The class teacher investigates giving the parent a date for a follow up appointment.
- (2) If the parent is still not happy, an appointment to see SENCO/Head Teacher will be made.
- (3) If the parent is still not satisfied, the parent will be given the name and address of the Chairman of the Governors. Members of the Governing body will hear the complaint.
- (4) If the problem is still unresolved, the parent may contact the Director of Education at the Town Hall and/or the Diocesan Board.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Contact details of support services for parents of pupils with SEND

Each class has published a SEND information report which is updated annually and published on the school website.

Sacred Heart RC Primary School <https://www.sacredheartschoolbattersea.co.uk/school-policies/>

St Mary's RC Primary School https://www.stmarysschoolbattersea.co.uk/school_policies/

Contact details for raising concerns

SENCO at St Mary's RC Primary School, Mary Gilbride

Email senco@st-marys-pri.wandsworth.sch.uk

SENCO at Sacred Heart RC Primary School: Thohomina Chowdhury

Email: senco@sacredheart-battersea.wandsworth.sch.uk

The local authority local offer

Our local authority's local offer is published here;

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

Monitoring Arrangements

This policy and information report will be reviewed by SENCOs **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents:

- [SEND Information Report 2023](#)
- [Accessibility Plan Policy 2022](#)
- [Behaviour Management Policy 2022](#)
- [Equality Information and Objectives Policy 2021](#)
- [Supporting Pupils with Medical Conditions Policy 2022](#)