



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

SPECIAL EDUCATIONAL NEEDS POLICY

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1. Aims

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.

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

- 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.
- To communicate with pupils with SEND and their parent or carers and involve them in discussions and decisions about support and provision for the pupil.

2. 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
- The Equality Act 2010 (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimization; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. 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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4. Roles and Responsibilities

4.1 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

4.2 The SEND Governor

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

4.3 The Headteacher

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
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

4.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- **Communicating with parents regularly to:**
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

4.5 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

4.6 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND Information

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

5.1 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

5.2 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.

5.3 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.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [SIMS/ ARBOR], and will be made accessible to staff in a [pupil passport and or provision map]

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

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.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

5.5 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

5.6 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)

5.7 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.

5.8 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

5.9 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.

5.10 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.

5.11 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

5.12 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

5.13 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.

5.14 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.

5.15 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.

5.16 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

5.17 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.sacredheartsschoolbattersea.co.uk/>

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

5.18 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

5.19 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>

6. 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.

7. Links with other policies and documents

All school policies can be found at https://www.stmarysschoolbattersea.co.uk/school_policies/ for St Mary's School and at <https://www.sacredheartschoolbattersea.co.uk/school-policies/> for Sacred Heart School.

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- ASD policy (Hillary House at Sacred Heart School)
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding child protection
- Complaints policy