



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

## **SPECIAL EDUCATIONAL NEEDS POLICY**

<b>Approved By</b>	Governors
<b>Reviewed On</b>	March 2026
<b>Review Due</b>	March 2027
<b>Review Cycle</b>	Annually

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## 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.

**Vision and values**

In accordance with our Catholic ethos and the vision and values of our schools, we are committed to recognising the dignity and unique potential of every pupil. We believe that each child is created in the image of God and is therefore entitled to respect, support and the opportunity to flourish within our school community.

Our schools are committed to providing all pupils with access to a broad and balanced curriculum. We aim to ensure that every pupil has the opportunity to achieve their full potential through high-quality teaching, appropriate support and effective provision.

We are dedicated to fostering an inclusive learning environment in which provision is carefully planned and adapted to meet the diverse needs and abilities of all pupils, including those with special educational needs and disabilities.

**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

## **Definitions**

A pupil has SEN 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.

## **Roles and Responsibilities**

### **The SENCO**

The SENCO at Sacred Heart is Tashi Brown. The SENCO at St Mary's is Mary Gilbride.

### **SENCO will:**

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, 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 headteacher, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher 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

### **The governing board/board of trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **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 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**

- Work with the SENCO and SEND link 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

## **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

### **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
- Given an annual report on the pupil's progress

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

### **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.

## The 4 areas of need

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### SEN 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.

### Our approach to SEND support

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). 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

### 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.

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. The class teacher will complete an Initial concerns form which outlines where needs have been identified. This is then shared with the parents. Following this discussion, a further meeting may be scheduled with the SENCO, in consultation with the pupil's parents or carers, to consider consulting an external specialist for further guidance and support.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. 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. The support that is implemented is outlined in a provision map. A maximum of three outcomes will be set for each child to work towards. Progress towards these outcomes will be reviewed termly to assess achievement, monitor development, and determine whether outcomes have been achieved or amended. This is reviewed termly and shared with parents.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **Consulting and involving pupils and parents**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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 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, [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.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### **Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school 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

### **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.

### **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.

### **Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

### **Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

### **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Wandsworth Autism Advisory Service
- Wandsworth Sensory service
- Up Play Therapy

### **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. Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the [class teacher/ We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: [insert link to your local authorities' disagreement resolution and mediation services]. You can request mediation by contacting [insert contact details for requesting mediation].

### **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](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/>

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

### **Contact details for raising concerns**

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

Email [senco@st-marys-pri.wandsworth.sch.uk](mailto:senco@st-marys-pri.wandsworth.sch.uk)

SENCO at Sacred Heart RC Primary School: Tashi Brown

Email: [senco@sacredheart-battersea.wandsworth.sch.uk](mailto: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 the policy**

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

### **Links with other policies and documents**

All school policies can be found at [https://www.stmarysschoolbattersea.co.uk/school\\_policies/](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