

# SEND POLICY

## Our Lady of the Visitation Catholic Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> Autumn 2015
---------------------	----------------	--------------------------

<b>Last reviewed on:</b>	Autumn 2021
--------------------------	-------------

<b>Next review due by:</b>	Autumn 2022
----------------------------	-------------

**SPECIAL EDUCATION NEEDS and DISABILITY POLICY**

The policy was created by the school SENCO with SEND Governor in liaison with the SLT and staff and parents of pupils with SEND with an aim to reflect the co-producing nature of the policy in the spirit of current reform.

Contact Details

School SENCO: Joanna Etheridge (NASENCo)

School SEND Governor: Faithlynn Isaacs

The SEND team can be contacted at:

Our Lady of the Visitation Catholic Primary School  
Greenford Road  
Middlesex  
UB6 9AN  
0208 5755 344

- 1. Introduction**
- 2. Aims and Objectives**
- 3. Educational Inclusion**
- 4. Special Educational Needs**
- 5. Monitoring Pupils on the SEN register**
- 6. Supporting Pupils and Families**
- 7. Supporting Pupils at school with Medical Conditions**
- 8. Monitoring and Evaluation of SEND**
- 9. Training and Resources**
- 10. Roles and Responsibilities**
- 11. Storing and Managing Information**
- 12. Reviewing the Policy**
- 13. Bullying**
- 14. Appendix**

## 1. Introduction

This policy was reviewed and updated in February 2020 and complies with the statutory requirement laid out in the SEND Code of Practice (Jan. 2014).

The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## 2. Aims and Objectives

- 2.1** In keeping with the principles of our Curriculum Intent, we intend to meet every child's individual needs, thereby giving every child an equal opportunity to develop to his or her full potential – academically; socially; physically; spiritually; emotionally. Every teacher is a teacher of every child in their care, including those with SEND.
- 2.2** Our long term view is to maintain high expectations for all pupils including those with SEND through first quality teaching in the first instance. Our Objectives are to work within the guidance provided by the SEND Code of Practice 2015 by:
- having a named Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Inclusion Policy;
  - creating an environment that meets the special educational needs of each child;
  - creating a child and family centric approach to supporting children with SEND;
  - involving parents in each stage of the graduated process from target setting to review;
  - valuing and acknowledge all pupils for the contribution they make to the school;
  - promoting each pupil's self-image and sense of worth;
  - offering all children a broad, balanced, relevant and differentiated curriculum;
  - identifying special educational needs, to take appropriate action, and to monitor and evaluate the effectiveness of the action taken to remedy these needs;
  - initiating and maintaining effective liaison with parents and external professionals;
  - providing support and advice for all staff working with special educational needs pupils.

### 3. Educational Inclusion

3.1 The School identifies special educational needs as early as possible by gathering evidence through observations, assessments and written records, related to clearly defined indicators of the differing special educational needs that a child may have. We identify SEND under the four areas laid out by the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These titles are used for identification purposes only so appropriate action can be taken. As a school we celebrate the whole child and do not wish to try and fit pupils into a category.

3.2 We recognise there are many factors that may impact on progress and attainment that are not SEND:

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

Poor behaviour does not constitute an additional need. If concerns are raised in relation to a child’s behaviour in school we will state an underlying response to a need which we will be able to recognise and identify clearly using our knowledge of the child.

### 4. Special Educational Needs:

4.1 As a school we have a clear approach to identifying SEND and have a focus on early identification. We endeavour to make effective provision that improves the long term outcome for the child. SEND provision is that which is different from or additional to that normally available to pupils of the same age. **A SEND can only be identified if the child does not make adequate progress once they have had the benefits of first quality personalised teaching.**

4.2 Our teachers are accountable and responsible for the progress of all pupils in their class, including those pupils who receive support from teaching assistants or specialist staff. First quality teaching, differentiated for individual pupils is our first step in responding to pupils who may or may not have SEND.

4.3 As a school we regularly monitor and review the quality of teaching for all children including those at risk of underachieving. We provide training and support for staff to develop their understanding of how to identify and support pupils vulnerable to underachieving and their knowledge of the SEND most frequently encountered.

4.4 Once a SEND need is clearly identified, the school will follow the **assess-plan-do-review** cycle. The individual pupil will participate at all stages and parents/carers will be consulted and informed throughout the process.

**Assess** Early identification is essential. The class teacher will use a range of assessment tools to identify a need. She/he will then contact the SENCO and fill out a cause for concern. The SENCO identifies and registers the pupil's special educational needs and collects relevant information. Parents/carers are informed at an early stage when any difficulty becomes apparent. They are constructively and positively involved in the development of any plans for their children.

**Plan** Teachers will arrange appointments with parents where the child is present to write a Pupil Passport. During this meeting pupils and their parents will have the chance to contribute to setting their own targets. Parents will take home a signed copy. Copies of the Pupil Passports should be filed in the class SEND folder and a copy given to the SENCO. The SENCO is responsible for completing paperwork for EHC plan. They will liaise with the school staff involved and take advice from external professionals.

**Do** Pupils should be regularly reminded of targets in class. The class teacher is responsible for differentiating for pupils with additional needs and should keep a record of progress. Specific interventions may be set up and led by support staff where the child may be taken out of class. Support staff are responsible for logging sessions and feeding back to class teachers on a regular basis. SENCO will invite in external professionals where deemed appropriate to guide, train and support staff in their provision and work directly with the child.

**Review** At the end of the given Pupil Passport cycle all plans will be reviewed collaboratively by the teacher, parent and pupil. These targets can then feed into a new Pupil Passport. If satisfactory progress is not made the SENCO will consider whether the pupil is likely to meet the criteria for an Educational Healthcare Plan. If it is decided to refer the pupil the SENCO will liaise with the external professionals involved and all relevant papers will be shared. Parents/carers are made aware of services available from other voluntary and independent organisations.

## **5. Managing Pupils Needs on the SEND Register:**

5.1 The single category SEND Support uses the Pupil Passport to identify needs, layout provision and review progress. Pupil Passports are working documents which clearly state what provision needs to be put in place and by whom. Although stored sensitively these documents should be regularly referred to and amended as appropriate. At the end of given time frame the targets should be reviewed. All language used should be clear and simple to understand. Teachers are responsible for maintaining and updating the Pupil Passport and they are responsible for evidencing progress towards the desired outcomes stated in the plan. SENCO is responsible for collating the information and providing staff with termly timelines for when targets need to be reviewed and set. Pupil Passports should form part of the evidence base for pupil progress meetings.

5.2

The level of provision provided will be guided by the Local Authorities Local Offer.

- 5.3 If first quality teaching through well differentiated lessons and additional provision as laid out in the Pupil Passport are not resulting in sufficient progress then the SENCO would seek further advice from the Educational Psychologist Service. As a school we take a view of the whole picture, a series of Pupil Passports, performance in class, results in core subjects, attitude to work etc. before making this step.
- 5.4 The SENCO will elicit the support of specialist services and monitor costs involved (both through payroll and resources). At all stages we will keep the parents and child involved in the process. The SENCO will follow guidelines from the Local Authority on cost matrixes.
- 5.5 If it has been decided to refer a pupil for an Educational Health Care Plan then the SENCO is responsible for completing the relevant documentation. Parent and child views are essential to the completion of this progress and as such their views should be sought in line with the new Code of Practice (2015).
- 5.6 If a child has made sufficient progress and are back within age related expectations then steps will be taken to remove them from the SEND register.
- 5.7 As a catholic school we reflect our mission statement where every child has an equal opportunity to develop to their full potential in a caring and welcoming environment.

## **6. Supporting Pupils and Families**

- 6.1 The new code of practice places great emphasis on the partnership of the schools with parents and pupils. Parents and pupils are invited to attend and contribute to all reviews and Pupil Passports meeting in person. If parents cannot attend their views will be sought and added to the pupil passport. Parents will be required to agree their child's Pupil Passport each term within the meeting. If not present the Pupil Passport will be sent home for signature.
- 6.2 The school will work to ensure that pupils are fully aware of their individual needs and targets in their Pupil Passports. Pupils will be invited to attend Pupil Passport meetings and contribute to target setting. Steps will be taken to involve pupils in decisions which are taken regarding their education.
- 6.3 Local authorities must produce a local offer, setting out in one place about provision they expect to be available for children and young people in the area who have SEND including those who do not have Educational, Healthcare plans. We will guide parents towards Ealing's Local offer so they can access a full range of services within the borough.
- 6.4 As a school we have produced a SEND Information Report. (See Appendix 1)
- 6.5 The school works in collaboration with education, health and social care services to provide support to children, young people and their families.
- 6.6 All students will be admitted to Our Lady of the Visitation according to the schools admission criteria. Those with an Educational Health Care Plan are considered separately in accordance

with the LA policy. Our admissions policy can be located on the school website. New arrivals to school mid-year will follow the New Arrivals Induction/Integration Procedure (See Appendix 2)

- 6.7 We have thorough transition procedures to support children as they move between classes, phases and schools. Teachers will liaise and pass on SEND files to new year group/setting. Transition meetings are held between Our Lady of the Visitation as a feeder school and Cardinal Wiseman as our main local secondary school. Relevant information in the form of paperwork is shared with the new school.

## **7. Supporting Pupils at School with Medical Conditions**

- 7.1 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.
- 7.2 Some may also have special educational needs (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and in such cases the SEND Code of Practice (2015) is followed.
- 7.3 The school puts in place a clear procedure for managing the medical conditions of pupils which is laid out in the Supporting Pupils with Medical Conditions Policy (See Appendix 3).

## **8. Monitoring and Evaluation of SEND**

As a senior leadership team we regularly monitor, review and evaluate the quality of provision we offer pupils. This is done through: regular pupil progress meetings, teacher and support staff observations, monitoring of planning, monitoring of home learning, sampling parent views, sampling pupil view and liaising with our governors. Successful moderation of SEND provision supports our improving provision for pupils with SEND.

## **9. Training and Resources**

- 9.1 SEND is funded through Local Authority banding.
- 9.2 Regular training is provided to staff as part of an ongoing CPD programme. Where specialist training is required the SENCO will arrange this for the appropriate members of staff. Staff may request specific training and this will be planned into CPD for a whole school approach. All staff are encouraged to undertake training to further develop their understanding of children with additional needs.
- 9.3 Each year staff are issued with SEND folders containing information about the children in their class with SEND including: Previous Pupil Passports, reports from external services and school to home liaisons. These folders also contain background information on a range of special educational needs/disabilities.

- 9.4 New members of staff undertake induction with SENCO to explain internal systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- 9.5 The schools' SENCO regularly attends the local authority network meetings in order to keep up to date with local and national updates in SEND. In addition as a network of catholic schools within the borough we attend regular cross school meetings to network and discuss SEND matters.

## **10. Roles and responsibilities**

- 10.1 The SEND governor will attend appropriate training to support her role and meet termly with SENCO to discuss SEND developments within the school. Her role would then involve feeding back to the wider governing body.
- 10.2 All support staff are allocated to children/classes on a needs basis. Support is tailored to meet children's individual needs and reviewed regularly. Support Staff are line managed by the SENCO.
- 10.3 The Designated Teacher within the school with specific safeguarding responsibility is Ms Kathleen Coll, Head teacher. She is supported in this role by the deputy head and two further member of staff all of whom have achieved appropriate training.
- 10.4 The head teacher, Kathleen Coll, is responsible for managing Pupil Premium/Looked After Children funding.
- 10.5 A named first aider is responsible for managing the schools responsibility for meeting the medical needs of children.

## **11. Storing and Managing Information**

Paperwork of a sensitive nature will be stored in a safe and discreet manner.

## **12. Reviewing the Policy**

In line with NASEN recommendations the school will review the SEND policy annually with affect from October 2015.

## **13. Accessibility**

- 13.1 As laid out in the disability, discrimination act, as amended by the SEN and disability act 2001, we as a school endeavour to plan to increase accessibility of our school for disabled pupils.
- 13.2 Through continuous assessments and pupil progress meetings we identify specific barriers to learning. Where necessary pupils may then be referred to the SENCO through the Cause for Concern Form.



- 13.3 The progress of children with Special Educational Needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Pupil Passport reviews will be held termly (or more frequently if required) in the school. Children with Educational Health Care Plans or existing statements of special educational needs will be reviewed annually, as required by legislation.
- 13.4 Children with SEND will be encouraged and supported to participate in after school clubs, leisure and cultural activities or school visits.
- 13.5 Working closely with external professional we follow advice and training to support access to the physical environment of the school. Where necessary we will make adaptations to the physical environment and provide physical aids to access education.
- 13.6 We take into account the child's need when supplying written information to the child and their parents, taking into account identified disabilities.
- 13.7 Key staff can be contacted via the school office who will liaise with the relevant member of staff and an appointment will be made as soon as appropriate. In cases of emergency we would meet with parents immediately.

#### **14. Dealing with Complaints**

Complements and complaints are dealt with in line with school policy.

#### **15. Bullying**

- 15.1 School staff have received training in reducing the impact and incidence of bullying on vulnerable learners. The school has an Anti- Bullying Policy which can be located on the school website.
- 15.2 We pride ourselves on being an Inclusive School. All the teachers in the school are teachers of children with special educational needs. As such Our Lady of the Visitation School adopts a 'whole school' approach to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the local authority.
- 15.3 The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Educational Health Care Plans/Statements and those others with less significant problems.
- 15.4 The school has a safeguarding and child protection policy which is available to parents on the school website.
- 15.5 As part of our mission statement and curriculum intent, we promote independence and resilience in all learners.
- 15.6 Pupils and their parents are offered e-training on how to keep their children safe online, every two years.

## **16. Appendix**

Appendix 1- SEND Information Report

Appendix 2- New Arrivals Induction/Integration Procedure

Appendix 3- Pupils with Medical Conditions Policy