


St Edward's SEN policy and information report 2018

 The logo for St Edward's School Upton Park. It features a shield with a cross. The top-left quadrant of the cross contains the letter 'S', the top-right contains a small illustration of a castle, the bottom-left contains crossed hammers, and the bottom-right contains the letter 'E'. The shield is surrounded by the text 'ST. EDWARD'S SCHOOL' at the top and 'UPTON PARK' at the bottom.	Name of School	St Edward's Catholic Primary School
	Policy review Date	3 rd September 2018
	Date of next Review	3 rd September 2019
	Who reviewed this policy?	Ms Diane Tatnell Assistant Head Teacher for Inclusion.

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St Edward's SEND policy and Information Report 2018

1. Aims:

In accordance with the Catholic Ethos of the school and to comply with the Pupils and Families Act 2014 and the SEN Code of Practice (Updated 2014), the school aims to meet the needs of every individual, taking into consideration their cultural background, in order for them to progress in their learning, personal and social development and to develop their full potential in an appropriate way. Children have full access to a broad and balanced curriculum to achieve their best, become confident individuals and develop the tools to make a successful transition into secondary education and adulthood. This policy aims to meet our duties as a mainstream school in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. 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 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms D. Tatnell

She will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN 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 SEN 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 SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 SEN policy

5. SEN information report

5.1 The kinds of SEN 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 SEN and assessing their needs

Early identification of difficulties and appropriate intervention is of paramount to ensure all pupils receive the best possible education to enable them to reach their full potential.

We will assess each pupil's current skills and levels of attainment on entry, 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 SEN.

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.

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 take into account 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 SEN support.

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 class or subject 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 and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- 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.

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. Where there are concerns of the pupil's emotional wellbeing regarding the move between phases, additional support will be provided: transition social stories, transitional visits to the new school

5.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Booster Phonics, Maths, Reading and Writing Groups
- Lexia reading sessions
- Dynamo maths sessions
- Speech and Language Interventions
- Colourful Semantics
- Social Skills groups
- Self - esteem Groups
- Anger management sessions
- School Counsellor

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.

5.8 Additional support for learning

We have 18 teaching assistants who are trained to deliver interventions such as

- Specific phonic programmes: PASS, Spelling made Easy and Lifeboat

- Specific maths programmes: Dynamo Maths, Springboard, and Shine Mathematics

- Dyspraxia programme: Fizzy

- ASD awareness and music interaction

- ABA therapy

- Language Enrichment programmes: Language for Thinking

When it is appropriate our teaching assistants will support pupils on a 1:1 basis where the special educational needs or disabilities impact on the learning potential of the pupil.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Services (EPS)
- Behaviour Support Services (BSS)
- Language Communication Interaction Services (LCIS)
- Complex Needs and Dyslexia Services (CNDS)
- Speech and Language Therapists (Health and LCIS)
- Specialist Teachers for the deaf or visually impaired

Newham Child and Family Consultation Services (CFCS)
Occupational Therapists and Physiotherapists
Early Intervention Team
Headstart

5.9 Expertise and training of staff

Our SENCO has 7 years experience in this role and has gained the National Award in Special Educational Needs Coordination.

She is allocated 3 days a week to manage SEN provision.

In the last academic year, staff have been trained in:

SEND – Quality First Teaching; role and responsibility of class teacher
Child and Adolescent Mental Health Services
Differentiation
Understanding and Managing ADHD

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase them using the notional SEN funding, or seek it by loan agreement. For highly specialist communication equipment the school will seek the advice of the relevant professional.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Rome (Year 5) and Fairplay House (Year 6).

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 SEN or disability.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe and inclusive participation of the pupil in the activity.

5.13 Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional

and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Within our accessibility plan, we continually review the accessibility of provision within the physical environment, curriculum, and written information. Copies of the accessibility plan is available on request

5.14 Support for improving emotional and social development

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. Personal, Social and Health Education (PSHE) and Circle Time but also indirectly, with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can provide the following e.g. access to a learning mentor, school counsellor (Brentwood Catholic Children's t Services), mentor time with a member of the senior leadership team, external referral to Child, Adult, Mental Health (CAMHs).

Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We are also developing our emotional and mental wellbeing programmes with the Headstart organisation. They are supporting us to develop an effective well-being strategy.

We have a zero tolerance approach to bullying and have regular workshops, assemblies and fund raising activities to prevent our pupils with SEND and disabilities to being treated less favourably than others. Our anti-bullying policy sets out our aims of ensuring no child becomes a victim of bullying and the work we carry out in school to foster an environment where bullying behaviours is known to be unacceptable.

5.15 Complaints about SEN provision

The normal complaints procedure will be followed for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher, Inclusion Manager and the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can contact us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. We believe partnership between parents and the school; together with the expertise from support agencies should combine to ensure every child attains their full potential. If parents have any queries about their child's needs, they should make an appointment with the inclusion manager, Ms D Tatnell.

In addition the Local Authority produces a booklet which provides information about services in Newham that may be useful to children and young people with special educational needs and disabilities, and their families. This includes health services, local authority services and voluntary services. There is also a section which provides some useful links to local websites which might be helpful for further information. A copy of this can be obtained from

http://adult-learning.newham.gov.uk/pluginfile.php/5397/mod_page/content/3/Service-directory-children-with-SEN-and-disabilities.pdf

5.18 The local authority local offer

The Local Offer is published by the Local Authority and contains information about services available for children and young people (age 0 to 25) with special educational needs and disabilities.

Newham's local offer is published here: <https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Ms D Tatnell, Inclusion Manager **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

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives