



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

St. Patrick's Primary School SEN/D Policy (SEN/D Information Report)

**THIS POLICY HAS BEEN WRITTEN TO COMPLY WITH THE
SEN/D CODE OF PRACTICE 0-25, JULY 2014 AND
THE EQUALITY ACT 2010**

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Introduction: Policy Rationale

This policy describes how St.Patrick's Primary School follows the national guidance on Special Educational Needs and Disabilities (**SEN/D**) which is set out in the revised Special Educational Needs Code of Practice (2014). At St.Patrick's we respond to the requirements and agenda of the 2014 SEN/D Code of Practice as well as Every Child Matters (2005) and the Equality Act (2010) in order to meet most effectively pupils' special or additional educational needs.

This policy aims to:

- Clarify the roles and responsibilities in the school.
- Clarify the roles and responsibilities with outside agencies.
- Ensure that all staff follow clear and consistent procedures as every teacher is a teacher of pupils with SEN/D.
- Enhance the skills, knowledge and understanding of all teachers and support staff.
- Ensure access to a broad and balanced curriculum for pupils with SEN/D.
- Support effective differentiation in teaching and learning.
- Allocate resources on a fair and open basis.
- Develop consistency of provision across the school.
- Ensure early identification of a child with SEN/D.
- Ensure good assessment and tracking of pupils' progress.
- Establish a good partnership and communication between staff, parents/carers, pupils and outside agencies and to involve parents and carers fully in decisions about their child's provision.
- Ensure pupils with SEN/D have full inclusion in the life of the school.
- Outline how the views of pupils with SEN/D are taken into account and how they are part of the decision making process.

This policy is accessible to staff, parents and Governors. It makes explicit how we identify, assess, support and review the progress of pupils whom we judge to have special educational needs. The SEN/D policy is linked closely to several other school policies. It is also to be read in conjunction with the school Accessibility Plan. The policy will be reviewed annually by the Special Educational Needs and Disability Coordinator (SEN/D Co) and SEN/D Governor, before being approved by the school Governing body.

We are in the process of devising a new Managing Medicines Policy that covers the provision and procedures for pupils with medical conditions.

“Growing in God's Love”
“We are all precious in God's eyes”

Our Vision

As a Catholic Primary School, we are firmly rooted in the teachings and values of the Catholic Church:

- We aim for all pupils to be successful, independent learners and effective decision makers.
- We value the individual and are committed to inclusive education, equal opportunities and respect for all.
- We will make the most of all our gifts in our safe, welcoming, happy and caring school, with Jesus Christ as our friend and model.
- We will help each other to grow in the love of God, developing self esteem, and a love of learning.

At St.Patrick's

This document builds upon our over-arching Catholic principles of social inclusion, where we strive to provide a broad and balanced curriculum that promotes high achievement for all pupils, developing within them self-confidence, self-resilience, motivation, enthusiasm, aspiration and the ability to work and co-operate with others.

At StPatrick's:

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We value, respect and celebrate the achievements of all pupils.
- We challenge our pupils through our teaching, to have high aspirations for their lives and aim to inspire them to want to learn and to become responsible citizens.
- We will always involve parents and pupils in planning and reviewing progress;
- We know that the earlier we identify special educational needs and provide support, the more successful our pupils will be.
- We will provide expert support and specialised resources for pupils with SEN/D to fulfil their potential.
- We ensure there is a whole school approach to making provision for pupils with SEN/D; we make sure that all staff have the knowledge and skills to support all pupils with SEN/D in our school.

Our SEN/D policy reinforces the need for 'Quality First Teaching' that is fully inclusive enabling pupils with special educational needs and disabilities (SEN/D) to reach their full potential, to be actively

included in the school community and to make successful transitions to not only secondary schools but to further education and adulthood.

This policy has been produced by the SEN/D Co and Leadership Team and was reviewed by all staff and Governors. We developed this policy on Special Educational Needs so that there would be a whole school agreement and clarity about procedures to follow, by whom and when. It will also be used to evaluate whether these procedures are successful and completed within a reasonable time.

Our Local Offer

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEN/D provision. This is available to view on our website ([hyperlink](#))

It sets out what we provide for pupils with special educational needs and/or disabilities throughout their time with us. It explains how we support them through to their next stage of education. A summary of the school's local offer is also available in booklet form from the school office (please ring 0207 267 1200).

Camden Local Authority publishes on its website a Camden Local Offer (www.localoffer.camden.gov.uk) setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of pupils and young people with SEN/D.

It explains the procedures for requesting an assessment for an Education Health Care Plan (EHCP), which has replaced the SEN/D Statement. It also provides information about:

- Where to go for advice and guidance on SEN/D and disability matters.
- Leisure activities for pupils with SEN/D.
- Arrangements for resolving disagreements and mediation.

The SEN/D aims of the school:

Provision for SEN/D is seen as a whole school, whole staff responsibility. All staff and Governors take responsibility and are committed to ensure that:

- Curriculum planning addresses the individual needs and abilities of all pupils. These needs are individually assessed and regularly monitored.

- We encourage all pupils and staff to value and respect individual differences and to praise positive behaviour and achievements.
- The identification of all pupils requiring SEN/D provision as early as possible in their school career.
- Pupils with SEN/D take as full a part as possible in all school activities.
- Parents of pupils with SEN/D are kept fully informed of their child's progress and attainment.
- Pupils with SEN/D are involved, where practicable, in decisions affecting their future SEN/D provision.
- The expertises of other professionals are fully exploited to further the success of the individual child.
- Pupils that are Gifted and Talented are appropriately identified and supported.

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome and manage their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of Special Educational Needs and Disability

(Code of Practice 2014)

This policy accepts the definition of special education needs and/or disabilities as set out in the SEN/D Code of Practice. It reflects the new approach to and arrangements for SEN/D outlined in the Pupils and Families Act (2014). ***“A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.***

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

A lack of progress or attainment does not automatically mean that a child has a special educational need.

If a child's behaviour is deteriorating or not as the school would expect, the school will look at the underlying causes and seek to ascertain whether it is a special educational need that is affecting the child's behaviour or other factors, for example:

- Attendance and punctuality.
- Health and welfare.
- Housing difficulties.
- English as an additional language.
- Circumstances leading to eligibility for Pupil premium.
- Being a looked after child.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language (e.g. sign-language) at home is different from the language in which they will be taught.

A child at St.Patrick's is defined as having SEN/D when their learning difficulty or disability calls for special educational provision that **differs from or is additional to** that which is normally available to pupils of the same age.

The support provided will depend upon the pupil's specific learning difficulty, but a conversation will take place between the school SEN/DCo, class teacher and parent/carer before a Individualised Provision Plan (IPP) is finalised and put in place.

The needs might be associated with:

- a different learning style,
- significantly greater difficulty in learning than the majority of others of the same age,
- social, emotional and mental needs,

- a disability which prevents or hinders them from making use of educational facilities provided,
- communication and sensory needs or a combination of these.

The four primary areas of SEN/D

In the new SEN/D Code of Practice there are now four areas of primary need identified, but it is recognised that many pupils do not easily fit into one area and/or may change over time. The four main areas of need are:

1) Communication and Interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) Cognition and Learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional and Mental Health Difficulties

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4) Sensory and/or Physical needs

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access and support their learning. Pupils and young people with an MSI have a combination of vision and hearing difficulties. Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Medical Needs:

In addition some pupils will have **Medical Needs**. A Senior leader has responsibility for Health and Safety concerns across the school. All staff are aware of pupils who have medical needs. Pupils with serious medical needs have an Individual Health Care Plan which sets out:

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues,
- Support for educational and emotional needs,
- Who provides support: their role and training and who needs to be aware,
- Arrangements for working with parents/carers,
- Support for long term absences,
- Support on School trips and journeys,
- Emergency procedures.

When a child with medical needs is absent long term from school we make sure we keep them in touch with learning and friendships. Our school Nurse provides training to help staff deal with medical needs (e.g. Epi-Pen, Asthma and Epilepsy training). We also ensure adults who are caring for pupils with specific medical needs receive training from hospital staff dealing with that individual (for example diabetes training).

Although a medical need does not directly link to an educational need, there is sometimes an overlap. Pupils who have a medical condition AND a Special Educational Need have well-co-ordinated provision to ensure best possible outcomes. Our SEN/D Co is responsible for ensuring systems and procedures for pupils with Medical Needs are followed in school.

It is the responsibility of the educational setting in consultation with parents and pupils to decide whether they require additional SEN/D support: ***They must ensure that pupils and young people who receive***

additional SEN/D support have an identified SEN/D and that their progress has not been hampered by weak teaching or poor attendance.'

Educational settings must account to Ofsted for the progress of **ALL** pupils. Many pupils can have their needs met through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of ancillary equipment and aids.

However, some may have SEN/D and require support and/or interventions that are additional to or different from those normally provided and will need additional SEN/D support. A rigorous assessment of SEN/D should be carried out to decide if this is necessary.

Roles, Responsibilities and Partnerships

The role of the SEN/D Co

Governing bodies must ensure:

- that there is a qualified teacher designated as SEN/D Co.
- where a newly appointed SEN/D Co has not previously been the SEN/D Co at any other school for more than 12 months they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.

Key SEN/D Co responsibilities include:

- Overseeing the day to day operation of the school's SEN/D policy.
- Coordinating provision for pupils with SEN/D.
- Liaising with, advising and contributing to in-service training.
- Advising on a 'graduated' approach to providing additional SEN/D support.
- Ensuring that the records of all pupils with SEN/D are kept up to date.
- Responsible for tracking and closely monitoring the attainment and progress of pupils with SEN/D.
- Liaising with parents of pupils with SEN/D, through Annual Reviews.
- Liaising with early years providers and secondary schools.
- Being a key point of contact with external agencies e.g. health, social care, educational psychologists.

- Make referrals to outside agencies using CAFs (Common Assessment Framework) documentation where appropriate.
- Organise and manage the Learning Support Assistants (LSA's).
- Collaborating with curriculum leaders so that the learning for all pupils is given equal priority.
- Ensure that pupil's voice is heard.
- Ensuring with the Headteacher and Governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (see Accessibility Plan).
- Is a member of the Senior Leadership team.

The role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEN/D. He will keep the Governing body fully informed and at the same time will work closely with all staff.

The role of the Governing Body

The Governing Body's role is to supervise SEN/D provision in St.Patrick's School:

They have appointed a named Governor to be responsible for SEN/D. They will take a particular interest, on behalf of the Governing body, in the way we manage provision for pupils with SEN/D and to report on this regularly to the Governing body.

Key Responsibilities include:

- Co-operating with the Headteacher, to determine the school's general policy and approach to provision for pupils with SEN/D.
- Establishing that the appropriate staffing and funding arrangements have been made.
- Liaising with the SEN/D Co.
- Visiting the school to become familiar with SEN/D provision.
- Monitoring developments, attainments and progress of pupils with SEN/D.
- Ensuring that provision for SEN/D pupils is of a high standard.
- Ensuring that SEN/D pupils are fully involved in school activities.
- Reviewing the SEN/D policy.
- Having regard to the new SEN/D Code of Practice.
- Reporting to parents on the school's SEN/D Policy including the allocation of resources from the school's delegated budget.
- Questioning decisions of the Governing body which have implications for SEN/D.

Governing bodies must ensure that the school publish information on their website about:

- The implementation of the SEN/D policy (see SEN/D policy).
- The arrangements for the admission of disabled pupils (see Admissions policy).
- The steps being taken to prevent disabled pupils being treated less favourably than others (see Admissions and SEN/D policy).
- The facilities provided to assist access for disabled pupils (see Accessibility plan).
- The schools Local Offer (see Local Offer report).

The Governing Body are responsible for responding to parents' complaints about the SEN/D provision. This is done through the school's complaint procedure, a copy of which is available in the school office.

The role of the Class Teacher

Class teachers are expected to know which of their pupils have SEN/D and to provide an appropriately differentiated curriculum. They are responsible for monitoring progress in class, meeting the needs of all learning, keeping informal records as appropriate and communicating with parents. Class teachers should be fully aware of the school's SEN/D procedures and alert the SEN/D Co or Headteacher if there are any concerns regarding specific pupils. Records of meetings with parents are kept in teachers' class SEN/D files. Individual Provision Plans (IPPs) should be regularly monitored by the class teacher; alerting the SEN/D Co to any target changes (e.g. if the pupil has met them or if they are not having a positive impact on the pupil's learning).

The role of the Teaching Assistants

Teaching Assistants (TAs) or Learning Support Assistants (LSAs) work with individual and small groups and are responsible for providing carefully planned and targeted support. They are to work with class teachers and the SEN/D Co in maintaining and reviewing IPPs for the pupils with whom they work. TAs and LSAs link closely with class teachers. They work under the guidance of teaching staff with either specific pupils who have Education, Health and Care Plans (EHC plans), a Statement of Special Educational Needs or with other pupils identified by the class teacher. They are aware of the school's procedure for identifying, assessing and providing appropriate provision for pupils with SEN/D. They will also contribute to records of the child's progress with the class teacher.

The role of the Lunchtime Supervisors

Lunchtime supervisors will be fully aware of the school's procedure for identifying, assessing and providing appropriate provision for pupils with SEN/D. They will also be made aware of any pupil's physical needs that may make them vulnerable in the playground. Lunchtime supervisors report any concerns to a member of the Senior Leadership Team.

Parent and School Partnership

St. Patrick's recognises that an effective partnership with parents/carers is of prime importance. The school will actively seek the involvement of parents in the education of their pupils. It is recognised that it is particularly important with pupils who have SEN/D where the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their pupils in accordance with the recommendations outlined in the new SEN/D Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

We believe a close working partnership is fostered through;

- A welcoming environment.
- Making ourselves available to parents whenever possible both informally and through arranged appointments.
- Incorporating parents' views through our termly Pupil Progress Meetings and Annual Reviews.
- Planned workshops to support and advise parents in helping their pupils at home.
- Keeping parents fully informed of any concerns or progress.
- Parents being fully informed of arrangements for secondary transfer.
- The school's SEN/D policy which is made accessible to all parent/carers.
- Ensuring that the needs of families whose first language is not English are met through the use of translations into community languages (official and unofficial translators).
- Ensuring that parents are aware of the support offered from the LEA's Parent Partnership coordinator and SEN/D advocacy service (see Elfrida Rathbone, Camden).
- Ensuring parents are aware of the support offered by their LEA and school through our 'Local Offer'.

Pupil Participation and Consultation

The school believes that the best way to find out if a child is happy; feeling safe and taking part in the full life of our community is to hear their voice, especially those most vulnerable. The school will work to ensure that pupils are fully aware of their own needs and the targets in their IPPs. We will encourage all pupils to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

The school makes sure that the pupils are listened to and responded to in a number of ways including:

- Clear policies and systems in place to support pupils in expressing any worries or concerns they may have.
- Talking to pupils and/or groups of pupils about their experience of learning (e.g. in after lesson observation).
- Inviting pupils to make personal contributions to their Annual Review meetings, for example, designing a PowerPoint presentation or report.
- Conducting an annual pupil questionnaire on 'pupil voice'.
- Encouraging pupils to respond to feedback given through the schools developmental marking.
- Agreeing individual targets with them.
- Ensuring our School Council is inclusive and represents the whole school community.
- Ensuring that safeguarding procedures are strong and staff well trained.

Partnerships with External Agencies:

There are a range of services and organisations that provide support for pupils and families in school. These services will liaise with the school SEN/D Co, class teacher and the parent/carers over this support and the impact it is having on the child. St. Patrick's recognises the important contribution that external support services make in assisting to identify, assess, and provide appropriate support for pupils with SEN/D. When it is considered necessary, colleagues from the following support services will be involved:

- Educational Psychologists,
- Medical officers,
- Speech and Language Therapists,
- Physiotherapists,
- CAMHs - Child Adolescent Mental Health Service Therapists,
- Occupational Therapists,
- The Primary Learning Support Service,
- Hearing Impairment Services,
- Visual Impairment Services,
- Camden Language and Communication Services.

In addition, important links are in place with the following organisations:

- The Local Education Authority (LEA),
- Specialist Services e.g. Bishop Harvey,
- Education Welfare Officer,

- Social Services
- Sure Start and the EYFS (Early Years) Intervention Team,
- Health Services e.g. school nurse, dentist etc.

Details of some of these agencies are provided in the table below:

Specialist Service	Frequency	Examples of what they do?
Educational Psychologists	12 visits a year	Observation of pupils, advice to staff, parents and pupils and support for assessments.
The Camden Hearing and Visually Impaired services	By referrals for specific pupils	Support and advice to parents, pupils school staff on meeting the needs of HI and VI pupils, staff training.
Occupational Therapists	Varies depending on individual need	Observation of pupils, devise programmes for individual pupils and support staff in delivering them, staff training.
Camden Language and Communication Service	Weekly (3 half terms per academic year)	Individual 1:1 speech and language therapy, support for assessments, advice to staff, parents and pupils, language groups, staff training.
Robson House Outreach	By referrals for specific pupils	Training, support and advice to school staff, and direct work with pupils with social, mental and emotional health difficulties.
Camden Education Welfare Service	Weekly	Support for pupils and families to improve attendance and punctuality.
The CAMHS Team	Fortnightly	Support for the emotional and personal development of pupils, staff training.
MOSAIC – supporting pupils with complex needs	By referrals for specific pupils	Observation of pupils, advice to staff, parents and pupils, direct referrals to most appropriate service.
Social Services	By referrals for specific pupils	Support for families.
Health visitor/school nurse	Fortnightly	Medical assessments, staff training, advice to staff, parents and pupils.

Our admissions policy for all pupils may be obtained from our School Prospectus (available online and through the School Office). We welcome SEN/D applications. At St. Patrick's we follow the legislation in the Equality Act (2010) which prohibits schools from discriminating against disabled pupils and young people in respect of admissions for a reason related to their disability. The Governors and staff of the school are supportive of the Camden LA policy for full integration of pupils with SEN/D where this can be achieved without undue disruption to other pupils and does not place unreasonable stress and pressure on the class teacher.

Camden Council is responsible for school admissions and information on applications can be found online at www.camden.gov.au. The primary application process is different for pupils with Statements of SEN/D. If your child has a Statement please contact the Camden SEN/D Team for advice on how to apply for a primary school placement on 020 7974 6500. Camden admissions will consider applications based on their published criteria.

In the event of an SEN/D application the Governing body will require sufficient supporting professional evidence so that it may properly consider whether the school is able to fully cater for the child's needs.

School Accessibility Plan

St. Patrick's is committed to developing strategies to promote equal opportunities for all. The school is aware of the access needs of disabled pupils, staff and parents/carers. The school's Accessibility Plan (2015-2016 [hyperlink](#)) seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995). It begins by ensuring the needs of disabled pupils are being met. It then goes on to consider what it would need to do to respond to the needs of future disabled pupils. It aims to improve the physical environment of the school and other resources so that all disabled pupils can take full advantage of the education provided by the school. It also considers the access needs of all staff and parents/carers.

There are ramps to all lower ground doors, two disabled toilets and a parking space available. However, the upper floor of the school is currently not accessible to wheelchair users. The new School Accessibility Plan (2015-16) addresses this need. We would carefully consider the access needs of SEN/D pupils in any future building plans.

Allocation of Resources

The school budget has an allocation for SEN/D. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Where necessary the school invests in resources and equipment to support pupils with SEN/D. This will mainly be from the delegated SEN/D budget.

The staff and SEN/Do regularly compile and update a provision map which explains the arrangements for all pupils in the school. This provision map identifies all possible opportunities and interventions that every child could have had access to, if it was felt appropriate. This tracks every child's level of provision and the range of interventions that each child is involved in. It also tracks pupils' progress to ensure provision is well matched to each child's needs.

Identification, Assessment and Provision

At St.Patrick's we have adopted a whole-school approach to SEN/D policy and practice. We have a clear approach to identifying and responding to pupils with SEN/D. Pupils identified as having SEN/D are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included into all aspects of the school. We work closely with outside agencies to support pupils with SEN/D in order to ensure their inclusion.

The new SEN/D Code of Practice (2014) makes it clear that all teachers are teachers of pupils with special educational needs. We follow Camden's guidance for the identification of SEN/D. We are committed to personalised planning, regular assessment and reviews to make sure that pupils with SEN/D make progress. We know that parents are the first educators of their child - we need their knowledge to plan effectively. We ask whether parents/carers have any concerns about their pupils - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

Early Identification of SEN/D

Teaching staff at St.Patrick's School are very aware of the importance of identifying and assessing special educational needs early in a child's school career and our aim is that through our diagnostic systems no special need goes un-noted. The formal assessment procedures that we have in place are detailed in the school's Assessment Policy. The results of these assessments inform our assessments of SEN/D.

We assess all pupils in the first term in our school through careful and sensitive classroom observation and an early review of progress. Such assessments help us to form a 'picture' of a child's aptitudes, abilities, and attainments, and are used to improve continuity in learning. We also listen to pupils themselves to find out how they are settling into school. All these records help the school to design appropriately differentiated learning programmes. We continue to assess and monitor pupils all through their time in school, so that we can look out for any special educational needs that might arise later on.

Our assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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,

Those pupils who do call for special educational provision to be made for him or her in order to meet their needs are placed on the School SEN/D List. This means they require **additional** SEN/D Support. Pupils who have a Statement of SEN/D or Educational, Health and Care (EHC) Plan are also on this list.

Statutory and Non Statutory assessments will be requested when the child demonstrates a significant cause for concern and a strategy or programme has been implemented for a reasonable period of time without success. The following written evidence will be considered:

- Provision Maps and IEPs of the pupils.
- Records of regular reviews and their outcomes.

- Baseline assessments of all pupils in Reception.
- National Curriculum levels (e.g. half-termly assessments of all pupils in reading, writing and maths – APP).
- Attainments in literacy and numeracy (e.g. PM Benchmarking for pupils reading skills).
- Ongoing class teacher and SEN/D Co classroom observations.
- Use of Target Tracker to identify individuals and groups of pupils who are not making expected progress given their age and individual circumstances.
- Information from Pupil Progress Meetings.
- Educational and other assessment, for example from an advisory specialist support teacher or and Educational Psychologist.
- Views of parents/carers and the child.
- Any involvement by the Social Services or Education Welfare Service.
- The child’s medical history where relevant.
- Records from previous schools (if appropriate).

This evidence will be considered by the LEA to ascertain whether an Education, Health and Care Plan (EHCP) is necessary. This plan would be reviewed on an annual basis.

Where pupils with SEN/D support make good progress and it is felt that they no longer need additional support/input they will be removed from the school’s SEN/D profile. Class teachers are made aware of pupils who have received SEN/D support in the past so that they remain closely monitored in case further support is needed in future.

Examples of support are:

<u>Area of SEN/D</u>	<u>Provision</u>
Communication and Interaction	Speech and language groups. Direct and indirect intervention from Speech and Language Therapist/Language and Communication Teacher
Cognition and Learning.	1:1/small group interventions Assessment and target setting from Educational Psychologist
Social, Mental and Emotional Health.	Learning mentor support. Input from CAMHS (Child and adolescent mental health services)
SEN/Dsory and/or physical	1:1/small group interventions

needs.	Input from Occupational Therapist
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Class/Pupil Progress Meeting

We use Class or Pupil Progress meetings between the SEN/D Co, Class Teacher, Senior Leadership team to monitor every child's progress. Time is spent discussing all the pupils in the class but particularly focus is on those who are of concern and require further intervention.

- Class teachers are released once each term to meet with the SEN/D Co to revise IPPs. Pupils on the SEN/D register are also asked to review their own progress verbally or in written form and highlight areas of their learning or behaviour which need continued support. Each child's progress is reviewed and new Individual Provision Plans targets are set each term. Changes to IPPs can be made prior to these meetings if targets are achieved.
- It is at this time that decisions are made about the extent and type of provision accessible to the pupil. Targets are set and the level of intervention decided upon. This may change throughout the year. Parents are able to discuss provision for their child at termly 'Structured Conversation' meetings or through arranged discussion with the SEN/D Co.
- The class teacher will meet with parents termly (Parents Evening) to hear their views, discuss their child's progress and the level of intervention they will receive.
- The SEN/D Co and class teacher are always available to discuss parental concerns at any point in the year if an appointment is made.

Individual Provision Plans:

The class teacher and SEN/D Co are responsible for managing the individual Provision Plans and ensuring that additional support is appropriately managed and timetabled. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

Assessment:

We follow a 'graduated' approach to our assessments that follow a 4 step continuous cycle:

Assess- Plan- Do- Review

Assess:

In identifying a child as needing 'Additional SEN/D Support' the class or subject teacher, working with the SEN/DCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan:

The teacher and the SEN/DCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be recorded in an Individual Provision Plan (IPP). These plan will include the following information:

- The short term target for the child(two or three at most).
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be monitored reviewed (IEPs are reviewed twice a year).

Do:

The planned adjustments, interventions and support will be put into place. The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

A written report detailing each pupil's progress is given to parents annually.

Pupils with English as an additional language

The SEN/DCo works closely with class teachers to monitor that care is taken when assessing pupils who speak English as an additional language (EAL) or are at the beginning stages of language acquisition; in case they are incorrectly identified as having a special educational need. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Furthermore, their first/home language will also be examined to ascertain whether any problems arise from an uncertain command of English or from a specific special educational need. These assessments will help to inform the appropriate provision provided.

Education, Health Care Plans (EHCP's)

Where SEN/D is identified as more acute, the school or a parent may request that the local authority carry out an Education, Health and Care

Step One

A child's parent, young person, or a person acting on behalf of a school may request that a local authority carries out an education, health and care needs assessment (EHC assessment).

Step Two

The LA must decide whether an assessment is necessary. They must do this through consultation and examination of the evidence.

Step Three

The LA must inform the child's parent or young person about their decision and reasons within a maximum of six weeks.

Step Four

The EHC assessment should be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an ongoing process.

Agencies must share information according to agreed principles.

To complete the assessment they should seek the advice of relevant professionals, including:

- the Headteacher,
- psychological advice,

- advice from social care professionals,
- any other advice.

Step Five

The LA should decide from the EHC assessment whether an EHC plan is necessary. The LA must notify the parents or young person of their right to appeal to the SEN/D Tribunal if it is decided that an EHC plan is not necessary.

Step Six

The LA prepares an EHC plan. This should include the following:

- A focus on outcomes: short term outcomes and longer term aspirations.
- Outcomes need to be specific, measurable, achievable and time bound.
- Specific interventions that will make a difference towards securing the agreed outcomes.
- Support for key transition points.
- How informal support such as family and community can be used to achieve agreed outcomes.

Step Seven

The LA SEN/Ds a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.

Step Eight

The LA must inform the Headteacher and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.

Step Nine

LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.

The content of the EHC plan should include:

- The views, interests and aspirations of the child and their parents or young person
- The child's SEN/D
- The outcome sought
- The special educational provision required, where provision is to be delivered
- Through a direct payment, the needs and outcomes to be met by the payment

- Any health and social care provision
- Any additional provision
- The name of the school: the LA must consult with the Governing body or proprietor.

Once a child has been allocated an Education Health Care Plan, the SEN/Do is responsible for liaising with the class teacher, the key worker and other relevant members of staff to manage and timetable the additional resources allocated to the child. It is vital that all adults working with the child are clear on the input they are expected to make and that any TAs are suitably trained and prepared. The SEN/Do is also responsible for arranging and managing annual reviews for all pupils with an EHC Plan.

Personal budgets

A personal budget is an amount of money identified by the LEA to deliver some of the provision in the EHC plan. The school may also use Pupil Premium funding where pupils with SEN/D are also/or have been eligible for free school meals. Details of the personal budget should be set out clearly within an EHC plan.

The Curriculum and SEN/D support

Engagement across the Curriculum and Learning Environment: Inclusion

Our aim is to ensure that all pupils have access to a broad and balanced curriculum where all pupils' needs are met. Activities which take place in school are always carefully differentiated to ensure that all pupils are included.

We do this by:

- Providing access to learning through a variety of teaching and learning strategies.
- Using a variety of methods to group and partner pupils.
- Taking into account the preferred learning styles of individual pupils.
- Exploiting pupils's interests, ideas and enthusiasm.
- Using a variety of engaging educational resources and materials.
- Intervening to support difficulties in reading, spelling, numeracy and handwriting.
- Providing opportunities for the repetition and consolidation of skills.
- Keeping records of achievement and identifying difficulties.
- Utilising fully the skills of teaching assistants and additional adults.
- Classroom organisation that enhances the learning environment.
- Ensuring equal access to clubs and school trips.
- Involving pupils actively in the setting and reviewing of targets.
- Effective classroom management.
- Using strategies to raise self esteem and self confidence.
- Providing a values based curriculum and encouraging pupil voice.
- Establishing a strong partnership with parents/carers.
- Ensuing gifted and talented pupils's needs are identified and provided with opportunities for extension. (See the Gifted and Talented Policy)
- We hold a weekly whole school assembly where we celebrate all pupils' achievements. High attendance and punctuality is also promoted through our weekly recognition and rewards assembly.

All pupils are actively involved in the life of the school. The school have a large number of extracurricular activities through our range of after school clubs. The selection of pupils for each club is monitored carefully to ensure that the process is fair and doesn't discriminate against pupils with SEN/D.

The school is committed to ensuring that our pupils have opportunities to compete in competitive sport. While some sports teams are selected on ability through trials, others are chosen on a more inclusive basis. These teams have opportunities to compete in Camden inclusive events.

We aim to take all reasonable steps to adapt the curriculum and learning environment to meet the needs of the pupil in line with the Equality Act (2010) For example: (refer to our Accessibility Plan)

- Adapting materials for a visually impaired pupil.
- Adjusting the acoustic environment for a hearing impaired pupil.
- Ensuring appropriate resources are available for pupils with ASD.

The class teacher and SEN/Do are responsible for liaising with the Headteacher if any pupil needs special access requirements for any exams undertaken

We have also made arrangements to ensure that the perspective and feelings of the pupils are heard. For example:

- School Council
- Circle time
- PSHCE/SMSC/RE
- Buddies System
- Opportunities for discussion with the pupils chosen 'Special Person'

The school seeks to ensure that all pupils, irrespective of any special educational needs, have the opportunity to engage in all the activities of the school (including physical activities). Where appropriate, this may include:

- Lunch and break time support
- Adjustments made for educational visits and journeys
- PE curriculum adapted as necessary
- Being given responsibilities e.g. the School Council

Improving Emotional and Social Development

The school takes the personal development and well-being of pupils very seriously. We know that pupils are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy

life styles. We also know that some pupils with SEN/D are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal Health and Social Education), SMSC (Spiritual, Moral and Social Curriculum) and RE curriculum. We encourage pupils to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff; for example the school's Learning Mentor, SEN/D Co or CAMHS advisor. We will always consult and involve parents in the decision to offer this support.

We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work. When a child returns to school after a fixed-term exclusion, the Headteacher meets the parents and child together to agree a support plan to help her or him settle back into school and make good progress in their learning. We are planning to implement a “playground buddies” system – where older pupils (some of whom have SEN/D) help pupils in the playground to join in games and activities and “mediate” when there are arguments and disputes.

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons. We have very little bullying in our school but when it does occur we work with the pupils involved to make sure that it does not happen again. We have a whole school policy on anti-bullying which is available on our website. Our E-Safety policy is followed by all staff and we have an annual E-Safety week to promote how pupils can keep safe on the internet.

Transition

Supporting Transition between Phases of Education

Before a child comes into our Reception class, a member of staff will make a home visit and collect information and records from previous nursery provision. If a child has been identified with SEN/D whilst at nursery the class teacher will visit in the summer before the child begins in September and the class teacher and SEN/D Co will undertake necessary meetings with the professionals involved.

We hold a 'transition morning' in the summer term where Reception pupils and their parent/carers come into school and meet each other.

When a child moves up to the next class (Year 1), the school organises 'transition' meetings where teachers and support staff communicate to the new class teacher a clear understanding of the needs of all pupils.

When pupils are in Year 2, we have a number of ways to support their transition to Year 3. These include being taught by their new teacher in their current classroom and then in their new classroom for September. Year 3 children also come and talk about the interesting subjects they will learn about. Year 2 children will also complete activities like a 'Passport' to Key Stage Two. Those pupils who need a more detailed transition programme will work with the SEN/D Co.

When a child comes into our school in the middle of a term we plan a range of support suitable to the particular needs of the child.

If a child leaves St. Patrick's School during Foundation Stage, Key Stage One or Two, all SEN/D documentation and evidence will be sent with the child's records to the new school.

When pupils transfer to their secondary school, the school will ensure that all relevant SEN/D information is shared with that school. The exchange of information that takes place is designed to ease the transition of pupils between the Primary and Secondary Phases of education. All SEN/D records, documentation and evidence will be passed on together with the child's primary school records. The SEN/D Co may make additional calls to the Secondary SEN/D Co and Head of Year 7 of the receiving school. We endeavour to have a representative from the chosen Secondary school to attend the child's final Annual Review in Year 6, ensuring a smooth transition.

We have close links with our local secondary schools. Throughout their final year, Year 6 pupils have opportunities to visit secondary schools in a variety of contexts, such as to attend a show, or participate in a specific lesson. This allows them to become more comfortable in the different settings. In order to prepare Year 6 pupils for the transition to Year 7 there are whole class opportunities during the summer term through our PHSE curriculum to discuss any anxieties the pupils may have. In addition, the SEN/D Co is planning to run a 'Transition Club' to help the most vulnerable pupils prepare for transition.

In particular cases (e.g. pupils with language or hearing impairment) arrangements may be made for pupils to visit units at a designated school for specialist attention.

SEN/D Training

To ensure that pupils with SEN/D are well supported and achieve their full potential. We have a strong commitment to developing the expertise of all teaching and support staff:

- Our principles, practise and procedures are regularly reviewed.
- The SEN/D Co identifies and prioritises the training needs of individual staff and arranges in-service training for whole school staff.
- We have an awareness of the different special educational needs and disabilities of pupils in the school (e.g. understand the social and emotional needs of pupils with SEN/D).

- We are able to plan and teach/support lessons which meet the needs of all pupils.
- Support staff attend training within school led by class teachers, the SEN/D Co or outside consultants. They are also encouraged to attend LA training for further professional development.
- We take full advantage of support/training offered by Robson House, Language & Communication, the LEA, Occupational Therapists or our allocated Educational Psychologist.
- We take full advantage of training and advice offered by advisory teachers of the hearing/visually impaired (when needed).

We know that pupils will frequently have a range of needs. We annually complete an **AUDIT** of staff training needs – this includes knowledge and expertise surrounding different SEN/Ds. We provide training for all of our TAs and LSAs who are working with pupils with particular SEN/Ds (e.g. slow progress in reading, number and communication). We also provide specialist training for who support pupils with more complex needs (e.g. Autism).

In the event that a child is coming to school with needs that the school have not previously supported, the SEN/D Co is responsible for organising appropriate training for the staff members likely to be involved with that child. The school uses the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our teachers as part of their professional development.

We have provided a whole staff briefing on the procedures set out in the new SEN/D Code of Practice and our SEN/D policy – so that all staff understand their roles and responsibilities with regard to provision for SEN/D pupils.

Monitoring the progress of pupils with SEN/D

Progress is the crucial factor in determining the need for additional support.

Good progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

The school has a rigorous monitoring programme that includes a termly focus on provision for pupils with SEN/D (Class/Pupil Progress meetings). In addition to termly review meetings of pupil's IPPs monitoring will include:

- Appropriate classroom organisation and display,
- Book scrutiny,
- Pupil conversations,
- Provision plan weekly records,
- Learning walks,
- Pupil progress meetings,
- Attainment and progress data,
- Review of intervention strategies.

The SEN/D Co keeps a list of pupils we identify as having a SEN/D and/or a disability. They also keep a record of all the different ways that we provide extra support (e.g. support for reading, communication and number) for pupils with SEN/D. We carefully monitor the progress and well-being of pupils with SEN/D and the quality of our provision, including teaching and support. For example Senior Leaders observe lessons and hold discussions with teachers and support staff. Support for pupils with SEN/D is regularly reviewed in Senior Leadership Team meetings.

Some measures of the effectiveness of provision are:

- SATs results compared with results on entry into the school,
- the number of pupils moving on/off the SEN/D list.

We constantly evaluate our policies, procedures and provision. When we identify areas that we can develop, we describe these changes in our **School Improvement Plan**.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SEN/D Co will maintain the records and ensure access to them. All individual records, plans and/or assessments are confidential and only shared with relevant staff and agencies.

In addition to the usual school records, the pupil's SEN/D file will include:

- Information for/from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.

- Information from external education survives (e.g. Educational Psychologists reports and recommendations).
- Information from any other agency involved with the child/ family.

We are committed to keeping records, which are informative and useful whilst not being too onerous or time consuming, the records we keep and analyse carefully on include:

- IEPs,
- Class/Pupil Progress Meeting minutes,
- Provision Maps,
- Samples of work,
- Reports from other agencies,
- Statutory and non statutory test results and teacher assessments,
- Copies of letters to parents,
- Pupils self evaluation of learning ('Talking Mats')

These form a comprehensive picture of the child and are gathered in evidence when necessary. They are always available for parents to see on request.

Complaints

Handling Complaints

Stage 1: If a Parent/Carer is unhappy about the education of their child or not sure about what provision is put in place for their child, they can meet with the SEN/DcO to voice their concerns. The SEN/DcO will be happy to talk about the complaint, make a note of it, investigate it and then let the parent/carer know the outcome.

Stage 2: If after speaking to the SEN/DcO a parent/carer remains unsatisfied with the outcome, they can arrange to speak to the Headteacher.

We are confident that we can resolve any difficulties through discussions with the class teacher, SEN/DcO, Headteacher and other relevant agencies.

Stage 3: If it is felt that the matter is still unresolved, then a parent/carer can make a formal complaint to the Governing Body or LA. For further information please contact the school office on 0207 267 1200.

Arrangements for the Treatment of Complaints:

Parents have the following rights of redress, should the school, Governors or Camden Authority fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- Westminster Diocese Complaints Procedure.
- An appeal to The SEN/D and Disability Tribunal.
- A claim against the responsible body (Chair of Governors or LA) for disability.
- To the SEN/D and Disability Tribunal for discrimination.
- A complaint to the LA Ombudsman.

Monitoring the SEN/D Policy

Evaluating the success of our SEN/D Policy

The SEN/D Co submits an annual report on SEN/D for the Governing Body and will meet with the SEN/D Governor termly (three times a year). The SEN/D Co and SEN/D Governor evaluate whether the SEN/D procedures have been successful and completed within a reasonable time enabling pupils with SEN/D to reach their full potential, to be included fully in the school community and make a successful transition to Secondary school. They also raise any ongoing concerns.

The SEN/D Co, in collaboration with the Senior Leadership Team, develops targets for the area of SEN/D on an annual cycle, linked to the School Development Plan.

Linked Policies:

This policy should be read in conjunction with:

- Equal Opportunities and Valuing Diversity Policy,

- Learning and Teaching Policy,
- Behaviour Policy,
- Anti-Bullying Policy,
- Disability Equality Scheme,
- Gifted and Talented Policy,
- Accessibility Policy,
- Schools Local Offer.

The Headteacher, Senior Leadership Team and Governing body will monitor the policy by regular reviews and observations. The Headteacher must publicise the policy and bring it to the attention of pupils, parents and staff at least once a year.

This policy was updated by **Miss Siobhan Cosh** (SEN/DCo).

This policy was agreed in **Spring 2015**

Review and update by **Spring 2016**