



St Jude & St Paul's
Church of England Primary School

Special Educational Needs and Disability Policy

Date: November 2019

Lead: Acting Assistant Head - Inclusion Tracy Batchelor

Committee: Full GB and Curriculum, Standards and Community Committee

Review: December 2020

Our School Vision

'Shine, Encourage, Love and Learn'

Jesus said, "You are the light of the world...let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (MATTHEW 5: 14-16)

We aspire to **shine** as lights in the world as we journey together. We ask for God's **blessing** to:

- **Encourage**, through valuing and celebrating diversity;
- **Love**, so that we may flourish as one, nurturing the unique contributions of all, impacting positively on our world;
- **Learn**, so that we develop a love of learning, aiming for excellence in all we do.

Our core values: Forgiveness, Love, Encouragement, Wisdom and Togetherness

Introduction

St Jude and St Paul's is a Church of England primary school and it is a fundamental part of our Christian ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and worthy of care.

This SEND policy is written to comply with the 2014 Children, Families Act, and the SEN Code of Practice 2015 together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquires relating to SEND should be addressed to:-

- Tracy Batchelor – Acting Assistant Head, Inclusion Lead tracy.batchelor@sjsp.islington.sch.uk

Alternatively please make an appointment with Tracy Batchelor by contacting her on 0207254 5598

Defining SEND

The 2015 Code of Practice says that:

- A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

- There are four broad categories of SEND:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory
- We have children in all these categories in our school.

It is important to distinguish between ‘additional needs’ and Special Educational Needs’. St Jude and St Paul’s recognises that other factors may influence a child’s progress and attainment but this does not necessarily mean that the child has a ‘Special Educational Need’. Factors might include attendance, health and welfare, being a looked after child, being in receipt of pupil premium grant or having English as an additional language. All children have individual needs and some children may have additional needs arising from particular circumstances. These needs are deemed to be met by alternative strategies. The school monitors the attainment of these groups and individuals to review and evaluate the support offered. The Disability Discrimination Act 1995 states that a disabled person is someone with a physical or mental impairment that has a substantial or long term adverse effect on his/her ability to carry out normal day-to-day activities. Some children with disabilities may have learning needs which require special educational needs provision but not all children deemed to be disabled will have learning difficulties that require this provision.

SEND at St Jude and St Paul’s School

Aims

- To create an environment that meets the special educational needs of each child; removing barriers to learning so that every pupil achieves their potential and engages in activities alongside pupils who do not have SEND.
- To create an environment that develops’ pupils’ independence, resilience and self-esteem, laying firm foundations for the development of well rounded, fulfilled young people who are able to live as independently as possible and to contribute to the wider community.
- To work closely with parents, children and young people in planning and implementing any provision ensuring all voices are heard and that the expectation of all partners in the process are made clear.
- To provide support to meet individual needs within a broad and balanced curriculum, using assessment as part of school improvement and monitoring of pupil progress to continuously improve provision.
- To work in cooperation and partnership with outside agencies, including Health and Social care and the Local Authority to ensure a multi-professional approach to meeting the needs of vulnerable learners.
- To identify the roles and responsibilities of staff in providing for children’s special educational needs and disabilities.

Objectives

- Provide clear and up to date information on the SEND provision offered as well as the schools wider strategies for development.

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning of all pupils.

St Jude and St Paul's is fully committed to inclusion. We use our best endeavours to secure special educational provision for those children for whom it is required.

St Jude's and St Paul's recognises that challenging behaviour is not an additional educational need. However, persistent behaviour concerns should facilitate assessment to determine any underlying causal factors such as undiagnosed learning or mental health issues and the school would seek support from a multi-agency team where appropriate.

19.5% of our children are either SENS (SEN Support) or have ECHP (Education Health Care Plans) plans.

This is significantly above the national average and means that all teachers have children with SEND in their classes.

The types of SEND we currently have in school, during 2019, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and interaction

- Autistic spectrum condition and language difficulties

Cognition and learning

- Dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global developmental delay.

Social, emotional and mental health

- ADHD, attachment disorders, emotional difficulties, mental health difficulties.

Physical and sensory

- Hearing/visually impaired.

Medical needs (not part of SEND numbers)

- Epilepsy, severe allergies, asthma and eczema.

Identifying children at SENS (SEN support)

In keeping with the school ethos and the Code of Practice there is a graduated approach to the identification and provision of SEND, using the Assess, Plan, Do, Review model, recognising that there is a continuum of special educational need and that where necessary increasing specialist expertise should be involved to address any difficulties a child might be experiencing. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head Teacher and Acting Assistant Head and a plan of action is agreed.
- Class teachers are responsible for monitoring the progress and meeting the needs of the children in their class. They are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN support on our SEN register.

There is a rigorous cycle of regular lesson observations, learning walks, work scrutiny, monitoring of planning and staff training to ensure quality teaching and learning for all including those with SEND. Efficient deployment of support staff is taken into consideration in order to accelerate learning.

The Acting Assistant Head is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC/ADHD/ADD or some other disability.

Managing pupils on the SEND register

An evidence-based approach to determining appropriate interventions is always used. Staff follow the assess, plan, do review model and an intervention is planned and implemented by the class teacher in collaboration with the Acting Assistant Head. The class teacher sets all children's targets and these are monitored closely.

A range of strategies/methods may be used to accelerate learning including: time limited interventions (could be class or non-class based) or the use of learning aids or equipment. If, despite careful monitoring, the child has still not made adequate progress, the Acting Assistant Head will consult and seek advice from external agencies.

Criteria for exiting the SEND register

As pupils, progress is tracked regularly, when sufficient progress is achieved and sustained, in consultation with parents/cares, pupils will be removed from the SEND register.

Working with Parents and Children

We aim to have good and informative relationships with all our parents. If a child is having trouble, parents will be informed either at parents' meetings (autumn, spring and summer terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher/ Acting Assistant Head will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEND
- Discuss assessments that have been completed and the pupil's current levels
- Agree a plan and provision for the following term.

This is part of the graduated approach cycle of 'Assess, plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents /children are invited to a meeting at least once a term to review progress made, set targets and agree provision for the next term. In the summer term those children with support plans or Education and Health and Care Plans have a transitional review to prepare for their move to a new year group /Secondary School.

Paperwork for children at SENS (SEN support)

Some children who have been identified as having a Special Educational Need will require a SEN Support Plan.

This plan will be written in conjunction with the Acting Assistant Head, class teacher, parent and pupil (if appropriate) Specific targets will be set. The class teacher/TA will monitor these targets closely.

The plan will be reviewed on a termly basis.

Recording and Reporting

Master copies of all reports, plans and the SEND register are kept securely to maintain confidentiality. Parents/Carers can ask the Acting Assistant Head if they wish to view their child's records.

The overall impact of the school's SEND Policy and provision can be ascertained from the register and the Acting Assistant Head reports to the SEND Governor regularly.

The Acting Assistant Head also prepares an annual report to the full governing body in the summer term.

When a child leaves the school, their SEND records are sent to the new school following the GDPR guidelines.

Moving to an ECHP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an ECHP. Generally, we apply for an ECHP if:

- The child is looked after and therefore additionally vulnerable.
- The child has a disability that is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it is likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority SEN Department will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting.

Within 4 weeks of the EHCP, being finalised the Acting Assistant Head, class teacher, parents and child (if appropriate) will discuss and agree the medium term and short-term outcomes/goals needed for the Support Plan. This will then be monitored closely by the class teacher/ Acting Assistant Head and reviewed on a termly basis with the parents/child.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

Some children with SEND, do however at times need to spend time outside of the classroom and for these children alternative provision is provided to ensure that the well-being and learning of these children is not compromised.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but not without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention, which is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempts to close the attainment gap between children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the Acting Assistant Head who monitors overall progress after the intervention.

- Interventions are planned in half termly blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to change to a new intervention, or to allow a period of consolidation in class.

The Acting Assistant Head monitors interventions to identify 'what works' and feeds this into the strategic leadership meetings of the school and with the Governing Body (at committee and full FGB level).

Adaptions to the curriculum teaching and learning environment

St Jude and St Pauls is a disability friendly school. The school is accessible to all as we have a lift to the first floor hall. Corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All our classrooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ADHD and ASC. This is good practice, which supports all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Funding for Special Educational Needs

Additional information is available on request from the school with regard to personal budgets and centralised funding from Islington/DfES.

Access to extra-curricular activities

All our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of the children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively.

We offer training through access to in-house, Local Authority or external professional bodies.

The majority of our staff had completed the AET Level 1 and some staff who work more closely with children with ASC have completed the level 2 (Autism Education Trust).

The Acting Assistant Head holds a Post Graduate Degree in Special and Inclusive Education and is qualified to assess pupils with Specific Learning Difficulties. (SPLD). She has also completed the Level 3 AET training as well as numerous other training related to SEND. She is also a member of the Senior Management Team. She offers training and advice and shares ideas, resources and good practice with all staff.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy – in additional expertise from the Local Authority. This might include additional Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health difficulties

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account the family circumstances and the child has known history of experiences. If the child's behaviour is felt to be a response to a trauma or home based experiences (e.g. bereavement, parental separation) then a referral is made and a package of support is put in place to support the child and family. We also offer parents the support from a range of other specialist service to support children who have experienced trauma. Parents should contact the school who can discuss with parents their concerns and a referral to the appropriate service can be made with parents' permission. If parents and school are concerned that a child may have mental health needs, we encourage the parents to consent to either the school or GP making a referral to CAHMS (Child and adolescent mental health services)

All children's behaviour is responded to in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within the school

We understand how difficult it is for children and parents as they move into a new class or new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include for example:

- Additional meetings for parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise the child.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition from Nursery to School

As we do not have a nursery, we ensure that the transition from nursery/home is carefully planned by implementing the following:

- Reception teacher visits nurseries in the autumn term
- Nurseries are invited into the school. Key worker brings children for visits
- Home visits in the summer term
- Staggered intake in September
- Tailored programmes to support specific pupil's needs

Transition to Secondary School

Transition meetings are held for parents in Year 5. The Acting Assistant Head supports parents in the secondary school process. Teachers and support staff work with pupils in preparing them for the transition through the KS2 curriculum.

The inclusion leader attends the annual Local Authority Secondary transfer conference.

For any children going to out of borough schools, separate arrangements are made for the Acting Assistant Head to meet with the inclusion team from the secondary school.

Secondary schools sometimes visit the pupils before the end of the summer term. The children also get the opportunity to visit their new schools and if necessary additional visits can be arranged.

The Role of the Head Teacher

The Head Teacher has overall responsibility for writing the SEND Policy and for its implementation. They will ensure that the SEND budget is used to secure the best possible support for pupils with SEND.

The Role of the SENDco (Acting Assistant Head)

The SENDco's responsibilities may include

- Overseeing the day-to-day operation of the school's SEND policy;
- Monitoring the progress of pupils on the SEND register;
- Co-ordinating provision for children with special educational needs;
- Tracking Support Plan targets on a half termly basis;
- Writing Support Plan targets in consultation with Class Teacher/TA, parents and child;
- Liaising with and advising fellow teachers;
- Overseeing records of children with SEN;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the Local Authority and Educational Psychology services, Health and Social Care and other appropriate services;
- Reporting to the Head Teacher;
- Regular meetings with the designated SEND governor.

The Role of the Class Teacher

- The initial assessment of pupils with SEND
- Maintaining Support Plans for each child receiving SEND support and keeping these records up to date in the class inclusion file;

- Consulting the Acting Assistant Head as necessary and seeking advice;
- Contributing to the writing of the termly Support Plan targets with the Acting Assistant Head
- Designing programmes of work for each child with SEND in their class, using the appropriate resources;
- Informing the Acting Assistant Head of any new information regarding pupils with SEND;
- Recording pupils' progress using P scales where necessary.
- Logging behavioural difficulties and incidents
- Liaising directly with parents
- The teacher should also be reviewing all children's targets in partnership with the TA. Children with support plans should have their targets reviewed termly and these should be discussed with the Acting Assistant Head.

The Role of the TA

- Class teachers manage TAs on a daily basis, ensuring planning and record keeping are shared on a weekly basis;
- The TA will work alongside the teacher in the classroom, occasionally withdrawing pupils for specific work where necessary.

Please note: not all classes have a class TA

The Role of the Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governors with particular responsibility for SEND are Nicola West and Ruth Watson. They meet with the Acting Assistant Head on a termly basis to discuss actions taken by the school.

Admission arrangements

Unless a child has an Education, Health and Care Plan (EHCP), admission to the school follows the same procedure as any other child. Please refer to the School's admission Policy on the website.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meet the pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

Islington's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Islington's Local Offer is available from the website www.islington.gov.uk.

Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non- judgemental attitude throughout the school.