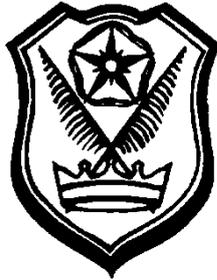


# ST MARGARET CLITHEROW PRIMARY SCHOOL



We live to love, learn, respect  
and follow Jesus who says,  
“Love one another as I have loved you.”

## Special Educational Needs Policy

**Legal Status:** Statutory  
**Version Date:** September 2014  
**Last Review:** September 2016  
**Next Review:** September 2017  
**Responsible Person:** Governing Body



## **St Margaret Clitherow Primary School.**

### **A Rationale**

At St Margaret Clitherow, our philosophy towards the provision of Special Educational Needs is integrated with our belief in the uniqueness of each individual pupil and our commitment to Christ's ministry as reflected in our Mission Statement:

"St Margaret Clitherow School lives to love, learn, respect and follow Jesus who says, "Love one another as I have loved you."

We believe that all teachers are teachers of pupils with SEN. All SEN pupils in our school should work with the classroom environment, where appropriate, having equal access to a broad and balanced curriculum which is relevant and differentiated, demonstrating progression and coherence. Pupils with SEN deserve an enhanced level of resourcing to meet their needs and all pupils can learn and progress, if only in very small steps at their own individual pace.

Additionally, we believe that more able pupils are also identified as having Special Educational Needs, although they fall outside the definitions of the SEN Code of Practice. Every effort is made to meet these needs through differentiation and planning across the National curriculum and the early years Foundation Stages.

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice May 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy reflects the consensus of opinion of the whole school staff (Teaching and support staff) and is written in conjunction with the Revised Code of Practice and guidelines provided by the LA.

It will be reviewed regularly to reflect:

- Changes in personnel and their roles and responsibilities.
- Changes in budget.
- Changes to the building. This will apply directly to internal and external features.
- Changes in local and national policy
- Targets set by the school.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Equality policy. It is an essential part of all curriculum policies.

At St Margaret Clitherow Primary School, the Special Educational Needs Co-ordinator, known as Inclusion Manager, is Mrs I. Heath. She will be undertaking the National SENCo Award training between 2016 and 2017.

Contact details: 02084503631 or email [admin@clitherow.brent.sch.uk](mailto:admin@clitherow.brent.sch.uk)

This policy can be accessed through the school website

([www.clitherow.brent.sch.uk](http://www.clitherow.brent.sch.uk)) or as paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff members are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

### **Aims and Objectives of this Policy**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the Parent Partnership services. This information will be included in the school's website and at meetings with parents at an individual level; providing all information in an accessible way.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- Individual Support Plan (ISP) reviews and setting of Individual Support Plan (ISP) targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Nurturing groups such as Social skills clubs, Come and Read, Art Club.
- Annual reviews

## **Context**

All children have a right to learn. For some children this will be more difficult than for others.

At St Margaret Clitherow Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*SEN Code of Practice (2014: Para 1.24)*

## **Through our SEND policy we aim to**

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

## **We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage

- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

### **Definition of Special Educational Needs**

Taken from Section 20 of The Children and Families Act 2014.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *Have significantly greater difficulty in learning than the majority of children of the same age:*  
or
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

### **Identifying Special Educational Need**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Margaret Clitherow Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results

- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### **1. Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

### **2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **3. Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

### **4. Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

## **Supporting Children with SEND – A Graduated Approach to Support**

### **Quality First Teaching is an entitlement for every child.**

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings each term and at pupil progress meetings with the Headteacher/SENCO. For these children a group school support plan will be drawn up identifying three or four targets, shared with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENCO.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, an *Individual Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and

will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

*Refer to Appendix A for a summary of graduated support.*

### **Educational Health and Care Plan (EHCP)**

Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND) from 0-25. This is issued by the Local Authority where necessary and is used by the school to plan SEN provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.

The EHCP includes:

- A detailed profile of the child, their strengths and aspirations for the future;
- Any education, health and care needs they have;
- The goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education;
- Any education, health and social care provision in place to meet their needs;
- A detailed annual support plan/action plan. Their plan sets out the goals for the pupil for the next year and the activities that everyone supporting the child will put in place to support them.
- The school will monitor annually and evaluate the effectiveness of its provision for pupils with SEN.

### **Supporting Children and Families**

We listen to and act upon the concerns of parents. All staff members are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information. The Parent Partnership Service is for all parents and carers of children who have Special Educational Needs (SEN). These are children who cannot benefit fully from their education without extra help. The Parent Partnership Service can offer help, information and support. It aims to encourage parents to take an active role in decisions about their child's education and encourage all those involved to work together for the benefit of the child.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website ([www.brent.gov.uk](http://www.brent.gov.uk)) about the Brent Local Offer, which outlines service provision in the borough and support available to parents and children with SEND.

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt

the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

### **Transition**

At St Margaret Clitherow Primary School we have 'meet the teacher' sessions during the Autumn term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Parent workshops enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENCOs liaise and records are passed on.

Children entering school at 4+, have the opportunity to visit the school before the beginning of the new school year. We also do home visits which give parents an opportunity to meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

### **Managing Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St Margaret Clitherow Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Accidents, First Aid & Administration of Medicines, and Supporting children with Medical Conditions in school.

### **Facilities for Pupils with SEN**

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities. Staff members are highly trained and have experience of working with a wide range of external agencies.

## **External Agencies**

The school works closely with the following agencies:

- SENAS Officers (SENAS)
- Educational Psychologists (EPs)
- Clinical Psychologists within the Brent Child and Family Mental Health Service (CAMHS)
- Education Other Than At School (EOTAS)
- School Nurse
- Speech and Language Therapist (SALT)
- Occupational Therapists (OTs)
- Physiotherapists
- Education Welfare Officers (EWOs)
- Inclusion and Alternative Education Service (IOES)
- Brent Outreach Autism Team (BOAT)
- Brent Deaf & Hearing Impaired Service
- Brent Visual Impairment Service
- Art Therapists

## **Admission Arrangements**

The Governing body complies with the DSCF requirements on the admission of SEN pupils. Admission arrangements for children with an EHCP are dealt with and allocated by the local authority, subject to the school being able to meet their needs. If it is known that a child due to join our school has SEN, the Inclusion Manager and Headteacher will contact the current setting and arrange a transition meeting to observe and meet the child and parents, in order to obtain as much information about the child's needs as possible.

## **Responsibilities**

The SENCO has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Drawing up and revising the school's Provision Maps on a termly basis
- Alongside the Inclusion Leader, deployment of Learning Support Assistants, Teaching Assistants and HLTAs to meet the requirements of the provision maps
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages, teachers work to

develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at St Margaret Clitherow Primary School. All governors understand their duty of care.

The SEN Governors Mrs Mary O'Connelly and Ms Helen Hagger have responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEN pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEN
  5. Awareness of the nature of needs and the demands these make

### **Training and Resources**

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCO regularly attends LA briefings and SENCO Network meetings to keep up to date with local and national developments and to share best practice.

### **Monitoring and Evaluation**

Pupils' progress is monitored by using our school's assessment systems, standardised tests (reading test, spelling test and verbal comprehension) as well as teacher assessment. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

### **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and the SENCO. If the concern continues this should be referred to the headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from Parent partnership Service.

**Refer to School Complaints Policy.**

**Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

**Equality Statement**

At St Margaret Clitherow Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

**Next Review**

**September 2017**

**SEND Graduated Support Provision**

<b>Stage of Support</b>	<b>School Support</b>	<b>Specialist Support</b>	<b>Support Plan</b>	<b>Education, Health and Care Plan</b>
<b>Nature of Support</b>	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
<b>Criteria for placement</b>	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
<b>Moving on</b>	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.

<b>Criteria for exiting</b>	Child is making expected progress and attaining at the expected , or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.
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