St Mary Magdalene & St Stephen's CE Primary School

'I can do all things through Christ who strengthens me' **Philippians 4:13**

SEND Policy

Statement of Intent

As a multi-cultural church school with 'Gold' Rights Respecting schools status, we actively promote a caring, respectful and accepting environment that enables our pupils both within and beyond the classroom. Following the teachings of St. Paul, our school vision of **I can do all things through Christ who strengthens me - 4:13 Philippians** lies at the foundation of everything we do. (*On this we build and foster the virtues of Moral Courage, Compassion, Forgiveness, Thankfulness and Koinonia.)*

A Rights Respecting School (UN Convention on the Rights of the Child)

Article 23: Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.
Article 28: Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence

All Saints Partnership

Excellence and Enjoyment for All

An Introduction to All Saints Partnership

The All Saints' Partnership, comprising St Mary Magdalene & St Stephen's in Westminster, St John's Highbury Vale in Islington, and St Paul's in Hammersmith & Fulham, is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

Through our Partnership vision of 'Excellence and Enjoyment for All', we aim to provide a holistic education that fosters spiritual growth, academic excellence, and personal development. Each school is dedicated to being anti-racist institutions by promoting equity & equality, challenging discrimination and celebrating diversity in all its forms.

We believe that Collaboration is the heart of educational excellence. Combining our strengths and resources to provide innovative opportunities and an overall better quality of education for all our pupils. Together, we are stronger!

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Introduction

This policy describes how the school follows the national guidance on Special Educational Needs and Disabilities (SEND) which is set out in the revised SEN Code of Practice (2014). We respond to the requirements and agenda of the 2014 Code as well as the Every Child Matters agenda, the Equality act and the protected characteristics, in order to most effectively meet children's special or additional needs.

Aims

This policy aims to:

- Clarify the roles and responsibilities in the school
- Clarify the roles and responsibilities of outside agencies
- Ensure that all staff follow clear and consistent procedures as every teacher is a teacher of pupils with SEND
- Ensure that pupils with SEND have access to as broad and balanced a curriculum as possible
- Continuously strive to remove barriers to learning for pupils with SEND
- Support effective adaptation in teaching and learning
- Establish a good partnership between staff, parents/carers, and children and outside agencies.
- Maintain open lines of communication with parents and carers, involving them fully in decisions about their child's provision.
- Enable early identification of a child with SEND
- Ensure effective assessment and tracking of pupils' progress
- Ensure children with SEND have full inclusion in all aspects of the life of the school
- Outline how the views of children with SEND are taken into account and how they are part of the decision making process.

Definition of Special Educational needs and disabilities (SEND)

A child at the school is defined as having Special Educational Needs and disabilities when their learning or physical needs result in the pupil achieving significantly below the level expected of their age group or they have a specific diagnosis or disability that results in provision being required which is beyond that which is normally given for their age group.

In classrooms we have a first wave of support that we offer all children through quality first teaching or wave 1 (see 7.1). The needs that a child may have may 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 the two

The SEN Code of Practice

The SEN Code of Practice describes four main areas of need. It is recognised that some children will experience difficulties in more than one area.

Communication and interaction

Children 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, or understanding what is being said to them, or they need to use social rules for 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. Children with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction and may also experience difficulties with language and communication.

Cognition and learning

Support for learning difficulties may be required when children and young people learnt at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) and specific learning difficulties (SpLD) such as dyslexia or dyspraxia, to severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. In some rare cases in mainstream schools a child may have profound and multiple learning difficulties (PMLD), which means that children have severe, complex and often life limiting disabilities.

Social, emotional and mental health difficulties

Children 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit and hyperactive disorder, or attachment disorder, among others.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children 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 their learning. In addition, some pupils will have medical needs. As outlined in our administration of medicines policy, children with a medical need have an individual health care plan or asthma card which clearly outlines the care they require in school. Although a medical need does not necessarily link to an educational need there is sometimes an overlap. Pupils who have a medical condition and a special educational need have well-coordinated provision to ensure the best possible outcomes. Our SENCO is responsible for ensuring the systems and procedures for children with medical needs are followed in school. We believe that the five outcomes set out in the Every Child Matters agenda (2003) are Important for all pupils but especially so for

our most vulnerable pupils. These outcomes inform our thinking about the curriculum, the classrooms and the care, guidance and support we provide the pupils:

- Stay healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- A shared vision of inclusion permeates all of our school policies and practices. This policy can be read in conjunction with other policies such as:
- Teaching and learning
- Behaviour
- Equality
- School access plan

Governance

The governing body will evaluate the quality of SEND provision:

- We will celebrate where we are successful and work with school leaders to set out how and what we will improve.
- A governor with responsibility for SEND will monitor and collect information about the school's provision for children with SEND in a variety of ways, including:
- Meeting regularly with the SENCO
- Supporting the school with any changes in SEN
- Reviewing data on children with SEND – for example, the number of children on the SEND register and the standards achieved by pupils with SEND
- Reviewing progress on inclusion matters in the school's development plan

Admission and Induction Arrangements

We welcome children with SEND to our school. The local authority's SEND services inform us when the parents or carers of a child with an Education Health Care Plan name the school as their choice of school. All other requests for a place at our school follow our school admission criteria in the allocation of places. This

can be seen in our admissions policy. In accordance with the Equality act 2010 we do not discriminate against disabled children in the respect of admissions.

The school induction arrangements for children with SEND include:

- The SENCO gathering information from parents/carers and all the outside agencies (including early years providers) involved with the child.
- The SENCO making appropriate admission arrangements for the child. This may include:
- Visiting the child in their previous setting
- Arranging for the child to visit the school prior to starting
- Collaborating with parents and outside agencies to create a transition plan
- Appropriate adaptations will be made to the learning environment and the use of suitable resources purchased to ensure accessibility for children with physical disabilities. These are outlined in our access policy.

In addition to these arrangements, children with SEND enrolling into reception year normally start school in the last group so that they have positive role models already in the class. Staggered or latter starts to school for children with SEND is also something we are able to consider. We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

Specialist provision for disabled pupils

We are not an additionally resourced school for pupils with significant or exceptional SEND; however we are committed to meeting the needs of all our pupils. Our school has facilities to meet the needs of pupils with

mobility difficulties such as ramp access, disabled toilet facilities. We have changing facilities for younger pupils; however we do not changing and washing facilities for pupils beyond Key Stage 1.

Provision for pupils with SEND

All members of the school community share responsibility for the quality of provision for children with SEND; however some members of staff have specific roles and responsibilities.

The SENCO's main responsibilities involve co-ordinating the following:

- Working in partnership with parents regarding their child's special educational needs and disabilities and how to best meet these needs
- Supporting staff in developing strategies to increase the inclusion of children in the classroom
- The day to day implementation of the SEND policy
- Ensuring special needs records are relevant, reviewed and kept up to date
- Working in partnership with outside agencies such as paediatric services and health
- Linking the work of external agencies with class work
- Coordinating provision for SEND
- Supporting and training of support staff
- Advocate for pupils with SEND at leadership meetings
- Tracking the progress of children on intervention programmes
- Liaising with and advising teachers and support staff
- Liaising with parents and carers of pupils with SEND
- Assessment and observation of individual children in order to put appropriate provision in place
- Working with class teachers, teaching assistants and learning support assistants to ensure that the advice from external services and agencies is implemented.

The class teacher's responsibilities include:

- The teaching and learning of all pupils in his/her class
- The day to day management and direct supervision of the support assistants working within the class
- Joint planning and assessment of pupils with SEND
- Sufficient adaptation tailored to pupils' needs
- Monitoring of pupils' progress in conjunction with teaching assistants, the SENCO and the senior leadership team.
- Teaching and learning support assistants' responsibilities include:
- Providing additional support for children with a statement of SEND/EHCP or those with an SEN support plan
- Supporting individual children to engage in all activities alongside their peers
- Supporting children with any physical needs they may have e.g. toileting
- Implementing wave 2 and wave 3 interventions with appropriate monitoring and planning
- Keeping records of support and interventions
- Feeding back to the class teacher and SENCO on the progress of support and interventions
- Supporting independent learning

Identifying, Assessing and Planning support for pupils with SEND

Identification

We cater for differently achieving groups and different needs through careful planning and differentiation as part of quality first teaching. Class teachers are supported by the leadership team through learning walks and

lesson observations, phase meetings, staff training and performance management, to deliver lessons which meet the needs of all the learners in their class. Class teachers continually monitor and assess the attainment and progress of the pupils and they record this as part of our monitoring and assessment practices. These include making observations in the early years. Class teachers communicate any concerns early with the SENCO (sometimes as part of team around the school meetings), to parents in parent/teacher meetings and to the leadership team at termly pupil progress meetings. At the pupil progress meetings all the staff together identify pupils who are achieving well below where they should be in their year group. This achievement can be categorised as attainment or progress and has the following characteristics:

- Progress is significantly slower than that of their peers, starting from the same baseline
- Progress has slowed down considerably
- The attainment gap between the child and their peers is widening
- We have a graduated approach to supporting pupils and initially an intervention will be implemented, along with strategies and advice on how the pupil will be supported in the whole class setting.

Monitoring

If concerns remain after 6-8 weeks of monitoring and tracking, class teachers consult the SENCO and we may place pupils on the 'monitoring' list. The pupil is now classed as having 'additional educational needs' and we will take action for further support to be put in place for this pupil. Prior to this, we will meet with parents/carers to share concerns and to explain our aims in offering more or different support. Support may include something as simple as one to one reading or focused writing support in class, or more intense support.

The SENCO records all interventions on the class provision map. These are updated termly as interventions change with the needs of the class, but a whole school provision map and current class provision maps can be seen in Appendix 1 and 2. The SENCO monitors the progress of pupils for whom the school is delivering additional provision. Part of this monitoring progress also involves evaluating the effectiveness of provision through learning walks, performance management of support staff, observations of interventions, reviewing progress data and feeding back information to the leadership team.

If we feel that the child is making adequate progress, he or she may no longer need to receive additional provision. The child's name will then be removed from the 'monitoring' list as they no longer have additional educational needs and records in the class inclusion file will be adjusted accordingly.

SEND support

If the pupil is not making adequate progress in spite of the provision that is 'additional to' and 'different from', then this provision will continue. The SEND Code of Practice 2014 states that 'A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of their age.' The SENCO will, in collaboration with parents/carers and the class teacher, move the pupil from the monitoring list to the school register of SEN and the child will then receive SEN support. If needed the SENCO will seek outside advice and/or an assessment from external agencies.

Each term the class teacher, SENCO and parents/carers will meet to review the attainment and progress of a child who has SEN support. At this meeting, called Support Plan meeting we review current targets and provision and agree new targets and strategies to support the child. These plans depend on the level of need of the child. If they have a high need, the child will have a personal provision map and provision plan with

termly and yearly targets, as do those with EHCP. Their provision map will link up with each objective in the ir statement/EHCP. If they have a low need they will have detailed targets each term and will have an 'SEN support plan'.

We monitor many aspects of a child's learning and progress, including:

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

The child on the SEND register will continue to be closely supported, monitored and tracked.
Their achievements and progress will be celebrated and, if the SENCO class teachers and parents/carers cease to have concerns and the pupil is making adequate progress, the pupil will be removed from the SEN register and possibly placed back on the monitoring register. These records will be passed on when the child moves to a new school. We are committed to listening to the voice of the child during this process and pupils are invited to have input and, if appropriate, attend the review meetings.

Statement of Special Educational Needs/education, health and care plan

We endeavour to meet the needs of all pupils who are on our monitoring list and SEN register through our allocated resources. However, if after this process and the implementation of a variety of interventions, a pupil is still not making progress, and in fact the school considers the child to have 'exceptional and complex needs', the school may request a statutory assessment from the local authority. This happens very rarely and is considered very carefully. This assessment may eventually lead to an Education Health Care Plan. For pupils with a statement of EHCP, annual review meetings are held to review attainment and progress and to set long and medium term targets. The tracking of these pupils is done through using the early years learning goals, P scales and yearly objectives as part of our school assessment and tracking as well as through evaluating progress against targets set by outside agencies.

Pupils with English as an additional language (EAL)

The school takes great care over the identification and assessment of pupils whose first language is not English. We do not assume that lack of progress in English means that a child has special educational needs, however we are aware that for some pupils slow progress may be a result of a special educational need.

We also acknowledge that the following is not a special educational need:

- A short term lapse in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- Being in receipt of the pupil premium funding
- Being a looked after child

For pupils where the parents and teachers' main area of concern is behaviour, the school will focus on the underlying causes of this behaviour and will work to support the pupil by addressing the need e.g. literacy or

speech and communication difficulties. Our mentor and ELSA offer support for children with social, emotional and mental needs through one to one and small group sessions.

Planning

The school adapts the curriculum and learning environment to ensure that children who are identified with special educational needs are fully supported. This may include a work station within the classroom, an individual timetable, the use of assisted technology or lessons around particular interests. The school uses personalised planning for children with EHCPs to enable children to meet their very specific targets. Other children with SEN are included on the planning as much as possible but in a small number of cases children with a high level of SEN may also have personalised planning for certain key areas such as writing.

Supporting children who are making inadequate progress

We have a graduated response to meeting children's needs, using three waves of support:

- Wave 1 - high quality 'inclusive' lessons for all pupils (adaptation essential)
- Wave 2 - small group intervention for pupils who can be expected to catch up with their peers as a result of the intervention
- Wave 3 - specifically targeted interventions and personalised support for individual children
- The variety of provision we make for children includes:
- A curriculum adapted by the class teacher
- Intervention groups run by teaching assistants and class teachers
- One to one support from a learning support assistant
- Teaching assistants supporting individual work
- One to one support from our learning mentor within the whole class setting or in a group room
- Speech and language therapy support, occupational therapy support and physiotherapy support guided by lead practitioners.

Through this varied provision and with high expectations, we aim to maximise the progress of individual children from their starting points.

Training our teaching and support staff on SEND matters

We understand the importance of training our staff in special educational needs, inclusion and disability equality, recognising that teaching and support staff will need regular training to inform practice and ensure high quality provision.

We keep training needs under review and all staff discuss their individual needs at annual performance management review meetings.

We expect all staff at the school who work with children with SEND to attend relevant training. The SENCO meets with support staff and we hold regular inclusion training staff meetings. The SENCO is available for informal discussions during the school day.

The school takes advantage where appropriate of training and support. The SENCO identifies courses that staff should attend, responding to current identified needs and in order to develop capacity. These are run by

the local authority or by outside agencies such as local special schools, and the Speech and Language Therapy Service.

Working in partnership with parents and carers

We understand the importance of working in close partnership with parents and carers of pupils with SEND. The school makes sure that communication links are created with parents/carers of pupils identified as having special educational needs. Review meetings take place termly for pupils who are on the SEND register of need. For children with an Education, Health and Care plan, a multi-disciplinary annual review and interim review meeting are scheduled at the beginning of the academic year. Parent and pupil views are requested before or during the meeting and their thoughts are taken into consideration when planning support.
Parents are also involved in making a positive contribution to the education of their children through:
Being welcome to work alongside their children at identified times e.g. trips
A systematic effort to support parents through periods of transition, by clearly explaining all the procedures, visiting new settings (internal or external), having interviews with newcomers and by making sure that all needs are communicated effectively so that these can be followed up successfully.
Good communication, including telephone and face to face conversations, annual review meetings, yearly reports and through home school books when these are appropriate. We will meet parents to discuss any questions and/or concerns that they may have about their children's education in our school.
Contact with the team around the school including CAMHS, families first, link social worker as well as centre 404 and the education welfare service who work closely with both parents and the school to support parents.

These services can be useful if parents have concerns with resources or support that their child is offered Westminster information, advice and support service (IASS) which offers information, advice and impartial support to parents/carers of children with SEND.

- Requesting a meeting with the class teacher to discuss the progress of their children and to seek information and advice
- Attending parent workshops which offer further information on aspects of school life.

As a school, we endeavour to be positive and proactive. We aim to listen and respond without delay. We will make sure that we:

- Use parents' knowledge of their children
- Provide support for children's learning and personal development at home
- Involve parents in reviewing their child's progress
- Help parents to get independent advice if they wish
- Communicate frequently on their child's progress, their well-being, successes and needs
- Outline how we support pupils with SEND through our local offer (SEN information report) which is published on our website
- Signpost parents to Westminster's local offer on our website as part of the SEN information report

Working with external services to support children with SEND

The school works successfully with many outside agencies:

- The Educational Psychologist has a planning meeting with the SENCO at the beginning of the new financial year to agree a programme of support for the school. This may involve statutory assessment work and participation in assessments and reviews for children with statements. It is the intention of

the school that the EP should be provided with an overview of the school's special educational needs and be able to advise parents and teachers on how best to support pupils.

- The Speech and language therapy service visits school on a 6 week block once a term to assess or support children who have been referred, consult with parents, train staff and advise the SENCO.
- The paediatric occupational therapy and physiotherapy service provides support for pupils and their parents both by modelling therapy programmes and by supporting with specialist equipment.
- The school nurse is in regular contact with the SENCO and visits occasionally (approximately twice a term) to keep up to date with the medical needs of pupils in the school and to complete health checks - both national initiatives and those which the school has requested. They also keep the school informed of any medical updates of pupils that arise during the year.
- The community paediatrician supports us with referrals of children we have concerns about and writes to us when a medical update on a child is needed.
- Our CAMHS clinician provides guidance and support to staff, and parents as well as counselling for pupils and families who have particular emotional and behavioural difficulties. This work mainly takes place at school but can take place in the CAMHS clinic.
- The Bridge Outreach Team supports us with specific resources and strategies to help children with ASD to achieve not only in the classroom academically, but more often than not outside of the classroom socially.

Transition Arrangements

Leaving the school and transition into secondary school

Pupils from our school move on to a large variety of secondary schools.

When pupils with an EHCP transfer to secondary school or to a special school the SENCO and year 5 teacher invite the SENCO of that school to meet the pupil in the school. We pass on all the SEN information to the

receiving school. If appropriate some children may make several visits to their new school with a member of support staff prior to starting.
Once the pupil has left us, we send on all the SEN information including the child's report.
When a pupil transfers to another primary school we pass on the SEN information or profiles.

Making the transition between year groups and phases

Our school has a number of measures in place that support a smooth transfer of all pupils in to the next school year. In addition to these we have the following measures for children with SEND:

- Termly SEN reviews with parents, class teachers, the SENCO and teaching assistants
- Children's records and core subject books are passed on to the next teacher to show their progression and successes
- At the hand over meeting in the summer term the current class teacher will give the new teacher detailed and specific information and guidance on how to best support the children with SEND.
- The current and future class teachers share current targets and discuss provision needs for the next academic year
- We put in place additional strategies for individual pupils e.g. extra visits to the new classroom, photo books and 'buddying up' with another child
- Use of social stories for within school year transitions e.g. change of teacher or teaching assistant

Funding Arrangements

The school receives dedicated SEN funding for pupils with SEND from the local authority based on factors such as the percentage of pupils in receipt of free school meals and attainment in the early years at the school. Due to the way the funding is allocated, the school has a reduced amount of funding yet we are committed to using all the funding available and any other additional funding to support pupils with SEND. The school also uses pupil premium funding where pupils with SEN are eligible.
If a pupil has an EHCP at a higher banding (6 or 7) the school will receive top up funding from the local authority in order to support the pupil. If the pupil has a Statement of SEN given prior to 2014 and has band 1 to 5, the school will not receive additional funding.

Monitoring

It is the role of the head teacher and the SENCO to monitor the effectiveness of the policy on a day to day basis. There is a governor with responsibility for SEND whose role it is to oversee the implementation of the policy and feed information to the Curriculum and Achievement committee as well as the full governing body.

Complaints

We endeavour to resolve complaints at an early stage and in an amicable way and this is what invariably happens, preferably through the class teacher on their own or along with the SENCO. If it is not resolved at this stage then the head teacher will become involved. We try to make ourselves as accessible and approachable as possible and are glad to talk informally at the beginning or end of the day. Alternatively we are happy to make a time for a more formal meeting to which a family member can come along to support if

necessary. However if the complaint has not been able to be resolved, parents can ask for information about the school's complaints procedure.

Contact Details

Our SENCO, provides leadership on inclusion and high achievement for all. She oversees the day to day provision of our SEND procedures following guidance in the SEN code of practice 2014. They are the first person to talk to about any SEN questions or concerns and can be contacted through the school office.

Our SEND (inclusion) governor, has a responsibility for monitoring and supporting the school on SEND matters on our governing body. They can be contacted through the school office.

Our Finance & Personnel Officer can give out copies of our policies. They can be contacted through the school office on: office@mmsts.westminster.sch.uk 02075040555