

# St Thomas of Canterbury Catholic Primary School

*'To Love and To Serve'*



## SEND Policy

**Review Date: September  
2021**

# ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL



*To Love and To Serve*

## Special Educational Needs & Disabilities Policy

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National Award for Special Educational Needs Coordination achieved September 2020  
Member of the Senior Leadership Team

St Thomas of Canterbury School as a community reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from and with, those with disabilities or learning difficulties of whatever order.

Our commitment is to supporting the needs of every child and this policy addresses our responsibility for those children with educational needs whether long or short term, related to communication and interaction, cognition and learning, sensory and/or physical needs as well as social, emotional or mental health difficulties.

We aim to raise the aspirations of and expectations for all pupils with SEND, to provide a focus on outcomes for children and young people and not just hours of provision/support.

We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation and through class teacher support.

### **Guiding Principle**

St Thomas of Canterbury School is committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their needs or abilities. Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning so that every child is able to make progress.

### **Definition**

The SEND Code of Practice (2014) defines Special Educational Needs as being '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 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,
- 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 institutions' (COP 2014, xiii)

## Objectives in making provision for pupils with SEN

- We value all the pupils in our school equally and welcome them into our school community.
- That all teachers identify and provide for pupils who have special educational needs and additional needs and to endeavour to meet their needs positively.
- Accept that our expectations, our attitudes and the pupils' self esteem play a significant part in pupils overcoming aspects of their Special Educational Need.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities and appropriate for meeting the needs of those children identified as having SEN.
- To recognise that the aims of education for pupils with difficulties and disabilities are the same as those for all pupils and that good special needs practice is good practice for all pupils.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- To address SEN through the graduated approach as set out in the Special Educational Needs Code of Practice 2014.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To respond to the requirements of the Disability Act 2010.
- Ensure careful monitoring and assessment of pupils throughout their schooling.
- To understand that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning and ensure that SEN is reflected in school policies, schemes of work, planning and record keeping.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide a Special Educational Needs Co-ordinator(SENCO) who will support the school SEN policy.
- To involve pupils and parents in the process of educational provision; taking the views of the child into account.
- To ensure that the social needs of children with SEN are met.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assess, plan do and review.

### **These objectives will be achieved by:**

- celebrating diversity and valuing the achievements, by giving positive reinforcement to encourage pupils' achievements no matter how small, as well as frequent celebrations of success giving equal status to social, emotional, cognitive or physical achievements enabling all children to feel valued for their efforts

- the identification of pupils with SEN will be established through ongoing teacher observations and assessment, outcomes from Foundation Profiles, progress in relation to the National Curriculum, performance against “P” level descriptors and national curriculum Levels.
- providing a suitable learning environment including classroom organisation and appropriate teaching materials and resources.
- staff and Governor support and training.
- the planning of suitably differentiated lessons using guidance from the New Curriculum.
- the planning and reviewing of SEN Support Plans of all pupils with SEND on a regular basis involving parents and pupils as much as possible, ensuring that both parents and pupils know what targets have been set and know how they can help in achieving these targets.
- ensuring that the advice from specialist is sought when appropriate and that advice is incorporated into SEN Support Plans.
- ensuring that there is a SEN development plan which reflects the training needs of the staff and feeds into the school development plan.
- auditing the provision for SEN to ensure quality assurance through a timetable of learning walks, classroom observations, monitoring progress in class, interventions and through data.

### **Identifying Special Educational Needs**

A pupil has SEN when their learning difficulty or disability calls for special educational provision to be put in place, namely provision different from or additional to that normally available to pupils of the same age.

- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN.

After a process of Assess Plan Do and Review overtime, which will include high quality first teaching, inclusive strategies, some intervention and support, the class teacher supported by the SENCO in conjunction with the parents will consider whether provision of SEN support is appropriate.

The Code of Practice (2014) identifies SEN pupils as those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers and/or attainment gap is widened.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school we identify the needs of pupils by considering the needs of the whole child. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

## **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of 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 the SEN most frequently encountered.

The teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. This information gathering include an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. This constitute the **ASSESS – PLAN - DO – REVIEW** cycle. A record of these early discussions is added to the pupil's record on the school information system and given to the parents. In the review process, parents, teacher and SENCO decides whether the pupil is making progress or whether to seek specialised assessment from external agencies and professionals. During this process parents, pupil are kept informed through regular meetings.

## **Managing Pupils' Needs on the SEN Register**

- Clear outcomes to be achieved are written, discussed and reviewed with teacher, parents and pupil termly.
- When the school is unable to meet the needs of a pupil through the school's own provision arrangements, advised is sought from specialist services.
- When the school with the parents identify that additional funding and support are needed from the LA High Needs Block, a request for an Educational Health and Care Plan is made.

## **Supporting Pupils and Families**

More details on supporting pupils and families can be found in the following sections of the school SEN Information report:

- Section 3: How will I know how St Thomas of Canterbury Catholic Primary School supports my child/young person?
- Section 7: How will you help me support my child/young person's learning?
- Section 8: What support will there be for my child/young person's overall wellbeing? Section 14: How will the school prepare and support my child/young person when joining St Thomas of Canterbury Catholic Primary School, transferring to a new school or planning for the next stage of their education, employment or training?

## **Supporting Pupils at School with 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school ensure Health Care Plans are written to support pupils at school with medical conditions. See the school's policy for Supporting Pupils with Medical Conditions for further detail.

## **Monitoring and Evaluation of SEND**

More details on monitoring and Evaluation of SEND can be found in the following sections of the school SEN Information report:

- Section 5: How will the school know how well my child/young person is doing?
- Section 6: How will I know how well my child/young person is doing?

## **Training and Resources**

More details on training and resources can be found in the following sections of the school SEN Information report:

- Section 11: What training have the staff supporting child/young person and young people with SEN had or are having?
- Section 15: How are the school's resources allocated and matched to child/young person's special educational needs?

## **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole.

## **Governing Body**

The Governing Body in cooperation with the Head Teacher is responsible for the SEN Policy within the school and has statutory duties under part IV OF the Education Act 1996

The Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The school governors have specific responsibility to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- ensure that the budget for SEN is allocated appropriately.
- Governors will report to parents annually on the implementation of their SEN policy
- will appoint a Governor who will have oversight on behalf of the Governing Body of special needs provision.

## **The Headteacher**

The Head Teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator.

## **The School Staff**

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

### **The class teacher is responsible for:**

- The identification teaching and monitoring of all pupils in their class and reporting any concerns regarding SEN as soon as they are noticed.
- Planning and delivering a differentiated curriculum for all children with SEN. Teachers ensure that they follow guidance from the New Curriculum to ensure that pupils are fully included in lessons.
- Completing SEN documentation in accordance with the Code of Practice (2014) liaising with the SENCO, parent and child. Support plans are written and reviewed with parents termly.
- Seek advice and support from the SENCO, appropriate curriculum coordinators, external experts and colleagues, to help them match their classroom provision to the specific needs of the pupil.
- Monitoring progress by keeping annotated pieces of work and/or observations.
- Planning with Teaching Assistants to ensure quality provision for pupils with SEN.

### **The Special Educational Needs Co-ordinator**

The responsibilities of the SENCO include:  
Overseeing the day to day operation of the school's SEN policy

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- SENCO to meet with SENCOs from other schools and be in contact with LA Advisor to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

## **The Designated Teachers with specific Safeguarding responsibility**

- Mrs M. Tucker - Head Teacher
- Ms L. Morris - Assistant Head Teacher
- Ms S. Marc and Mrs C. Hodges are Deputy Safeguarding Leads

Ms L. Morris is responsible for managing PPG/LAC funding

Mrs C. Hodges is responsible for managing the school's responsibility for meeting the medical needs of pupils

## **Storing and Managing Information**

All our information is stored securely and is shared on a need to know basis.  
See our Data Protection Policy.

## **Reviewing the Policy**

The SEN Policy will be reviewed annually.

## **Accessibility**

More details on accessibility can be found in the following sections of the school SEN Information report:

- Section 13: How accessible is the school environment?

## **Dealing with Complaints**

The schools' complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

## **Bullying**

Peer relationships are carefully monitored and Bullying is not accepted at our school. We aim to ensure a happy and safe environment for all our pupils including those with SEN.

See our Anti- Bullying policy for more information.

## **Appendices**

SEN Information Report, 2015	<a href="http://www.st-thomascanterbury.merton.sch.uk/wp-content/uploads/2013/09/Local-Offer.pdf">http://www.st-thomascanterbury.merton.sch.uk/wp-content/uploads/2013/09/Local-Offer.pdf</a>
Children and Families Act 2014	<a href="http://tinyurl.com/CandFAct2014">http://tinyurl.com/CandFAct2014</a>
Equality Act 2010	<a href="http://tinyurl.com/EA2010guidance">http://tinyurl.com/EA2010guidance</a>
Education Act 1996	<a href="http://tinyurl.com/EducationAct1996">http://tinyurl.com/EducationAct1996</a>

SEN and Disability Act 2001	<a href="http://www.legislation.gov.uk/ukpga/2001/10/contents">http://www.legislation.gov.uk/ukpga/2001/10/contents</a>
SEN and Disability Code of Practice 0 to 25 July 2014	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf</a>
Anti-bullying policy	<a href="#">Antibullying Policy 2018.docx</a>
Supporting Pupils with Medical Conditions	<a href="http://www.st-thomascanterbury.merton.sch.uk/wp-content/uploads/2013/09/Administration-of-Medicines-Policy-STOC.pdf">http://www.st-thomascanterbury.merton.sch.uk/wp-content/uploads/2013/09/Administration-of-Medicines-Policy-STOC.pdf</a>
Data Protection Policy	<a href="#">Data Protection Policy May 2018 V5.docx</a>