

St Thomas More Catholic Primary School **Special Educational Needs Policy**

1 The Catholic Context of special educational needs

- 1.1 Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

2 Our ethos and vision

- 2.1 At Saint Thomas More Catholic Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND). We respect the unique contribution which every individual can make to our school community.
- 2.2 We are a school of 456 pupils, including our nursery, serving a range of pupils in our neighbourhood and wider across the city. Saint Thomas More Catholic Primary School is an inclusive mainstream school with strong parish and family links. We strive to meet the needs of our pupils through individualised learning.
- 2.3 At Saint Thomas More School our aim is to raise the aspirations of and expectations for all our pupils including those with SEND. To view our full offer see our **SEND School Information Report** on our website: www.st-thomasmore.coventry.sch.uk and follow the statutory information tab.

3 Governor responsibilities

3.1 The Governing Body is responsible for:

- the SEND policy;
- Ensuring there is an SEND governor representative to liaise with the school SENDCo;
- monitoring the effective implementation of the SEND policy;
- liaising termly with the SENDCo;
- reporting to the Board of Governors on SEND matters;
- ensuring that pupils with SEND participate fully in school activities and make progress;

- overseeing the allocation of budget for SEND.

4 What are special educational needs?

4.1 At our school we use the definition for SEN and for disability from the SEND Code of Practice 2014. (*0 – 25 years Introduction xiii and xiv*) This states:

4.1.1 SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

4.1.2 Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

5 Key roles and responsibilities

5.1 The SENDCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education Health Care) plans (or Statements until 2018) The SENDCO is a member of the leadership team and is also the designated teacher for Children Looked After.

The SENDCO is Mrs Narelle Copland who has the recognised qualification: National Award for SEN co-ordination.

Contact details: 02476 849910 to make an appointment or email on:
narelle.copland@st-thomasmore.coventry.sch.uk

5.2 SEND Governor: The SEND governor is Mrs Amanda Kelly. They have responsibility for monitoring policy implementation and liaising between the SENDCO and the Board of Governors.

5.3 Designated Safeguarding Lead (DSL) The head teacher, Mr Morgan Williams, has specific responsibility for safeguarding and is the DSL.

Mrs Clare Staines, Deputy headteacher, is Level 3 trained in safeguarding (DSL) and is the Deputy DSL and Inclusion Lead.

Mrs Ann Mills, Learning Mentor, is also L3 (DSL) safeguarding trained.

5.4 Safer Recruitment. Every staff interview panel has a member who has been

trained in safer recruitment.

- 5.5 The SENDCO is supported by an experienced team of Learning Mentors and a further team of Learning Assistants. Governors have employed a highly qualified Speech and Language Therapist for one day per week to enhance provision.

6 Aims

- 6.1 At Saint Thomas More Catholic Primary School all pupils, regardless of their particular needs, are provided with inclusive quality first teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition to the next phase of their education.

7 Objectives

- 7.1 To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils, with the pupils and their parents/carers at the centre.
- 7.2 To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- 7.3 To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, 2014.
- 7.4 To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- 7.5 To work closely with external support agencies, where appropriate, to support the need of individual pupils e.g. medical/LAWSS.
- 7.6 To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- 7.7 To enable all children to participate fully and effectively in lessons.
- 7.8 To value and encourage the contribution of all children to the life of the school
- 7.9 To work in partnership with parents
- 7.10 To provide specialist in-house speech and language therapy
- 7.11 To facilitate opportunities for the delivery of external specialist provision e.g. OT/Physiotherapy/S&L

8 Teaching and Learning

- 8.1 We believe that children learn best with the rest of their class, but there may be times when additional interventions are required that take place outside the classroom, in a small group or on a one to one basis. When considering an intervention it is important that we select one that is best suited to the needs of the child, having considered the EEF toolkit to show best impact. The impact of these interventions is measured by the progress a child is making, which is reviewed by the class teacher and SENDCO.
- 8.2 All our classrooms are inclusion-friendly (visual timetables/sign language) and we aim to teach in a way that can support children with tendencies towards dyslexia, ASD etc. This is good practice for all children, but vital to those children who particularly need it. As part of normal class differentiation, curriculum content can be simplified and made more accessible by using visual, tactile and concrete resources. All of our staff members are trained to work with children with SEND eg. Makaton trained.
- 8.3 We are fortunate to have a new school building (since September 2014) with wide corridors, access points and easy access to toilets. A lift is available to the first floor for any child with physical disabilities. Other reasonable adaptations can be made to the physical environment, where appropriate, to accommodate children with sensory difficulties. We are continually reviewing our provision as the intake changes.
- 8.4 Links with our Unity network offers opportunities to support transition arrangements, pooling resources and CPD.

9 Identification of Needs

- 9.1 The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.
- 9.2 The Code of Practice refers to five broad areas of need:
- 9.2.1 Communication and interaction** - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- 9.2.2 Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

9.2.3 Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

9.2.4 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

9.2.5 Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

10 A Graduated Approach to SEN Support

10.1 How the school decides whether to make special educational provision

10.1.1 A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

10.1.2 In deciding whether to make special educational provision, the teacher, learning assistant and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. A flexible approach to the environment may also be considered.

10.1.3 Particular care is taken when identifying and assessing SEN for children whose first language is not English. MGSS (Minority Group Support Service) is involved to support with translation and baseline assessments.

10.1.4 Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Welfare Support Service (LAWSS)
- NHS Speech and Language Therapy Service
- Autism Outreach Team (CIASS)

- Physical/Sensory Support Service
- Children and Family First team
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

10.1.5 If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A 'Personal Learning Plan' document, which includes a one page profile, will be started. This is a working document which will be updated as more is understood about the child's SEN, including their response to intervention. Academic and non-academic targets will be put into place and this document will be reviewed regularly. Where a child and family would benefit from co-ordinated support from more than one agency a CAF assessment, with parental consent, may be used to identify help required and to prevent needs escalating.



10.2 The four part cycle

10.2.1 Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

10.2.2 Plan: Where SEN Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the

pupil will be made aware of the plan.

10.2.3 Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

10.2.4 Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

10.2.5 This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as **the graduated approach**. It draws on more detailed approaches and more specialist expertise in successive cycles.

10.3 Parents/carers and pupil involvement in the process

10.3.1 We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

10.3.2 Pupils with a EHC plan will send an invitation to their parents to attend their annual review and will their views will be gained or they will attend part of the meeting to share their achievements for the year and aspirations for the future.

11 SEN Provision

11.1 SEN support can take many forms. This could include:

- an individual learning programme;
- evidence based interventions;
- extra help from a teacher or a learning assistant;
- making or changing materials, resources or equipment;
- working with a child in a small group;
- maintaining specialist equipment;
- observing a child in class or at break and keeping records;
- helping a child to take part in the class activities;

- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with a child, or play with them at break time;
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing;
- access to a shared nurture group in school or at a local school;
- accessing a changed environment.

11.2 Managing the needs of Pupils on the SEN Register

11.2.1 Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

11.2.2 Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

12 Identifying children at SENS (SEN support)

12.1 Children with SEN are identified by one of three assessment routes all of which are part of the overall monitoring of all pupils:

12.1.2 Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 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

12.1.2 Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and endeavour to find a solution.

13 The class teacher's responsibilities

13.1 The class teacher is responsible for:

- The progress and development of all pupils including those with SEND;
- ensuring the plan is implemented in the classroom;
- regular liaison with parents and the SENDCO;

- effective deployment of additional adults;
- Identifying on class planning the provision they are making for pupils with SEND;
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND;
- ensuring relevant materials and resources are available to support personal learning plans

14 Responsibilities of learning mentors and learning assistants

14.1 Learning mentors and learning assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support;
- implementing agreed strategies and programmes, and advice from specialists;
- record keeping;
- resources;
- maintaining specialist equipment;
- regular communication with class teacher and SENDCO

15 Responsibilities of the SENDCO

15.1 The SENDCO is responsible for:

- implementing the governors' SEND policy;
- co-ordinating support for children with SEND;
- updating the SEND register and maintaining individual pupil records;
- monitoring the quality of provision and impact of interventions;
- attending network meetings, (including Unity meetings) and updating staff;
- referrals to and liaison with outside agencies;
- line managing LAs with responsibility for SEND;
- liaising with and advising staff , including the Inclusion Lead and headteacher;

- maintaining regular liaison with parents/carers;
- co-ordinating annual reviews;
- supporting staff in identifying pupils with SEN;
- mapping provision throughout the school;
- maintaining links and information sharing with receiving schools;
- providing training for staff and governors;
- updating the SEN governors;
- keeping the School Information Report up to date on the website;
- Managing the school budget for SEND

16 Criteria for removing pupils from the SEND Register

- 16.1 When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register and parents will be notified. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

17 Requesting an Educational, Health and Care (EHC) needs assessment

- 17.1 A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils, following advice/report from the Educational Psychologist, initially a 'My Plan' document will be completed. (a new initiative being currently trialled – see Appendix A). This will collate all support that the child has received and a meeting with the parents and all external agencies to review the next steps. Should the child's needs still require further support, then, based on further advice from the Educational Psychologist, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs (See Coventry guidance for further information regarding requests for EHC plans)

18 Supporting parents/carers and children

18.1 We provide support in the following ways:

- the headteacher and SENDCO operate an open door policy for parents/carers seeking support and advice;
- our Learning Mentors can offer a variety of in-house support and signpost additional support/information available for families;
- the dedicated SEN Governor is available as a contact point;
- Annual Reviews for children with an Education, Health and Care plan;
- Termly meetings with parents for all children on the SEND register;
- individual arrangements can be made for phased entry into Reception class;
- additional time and special arrangements for SATs;
- support for transition between classes;
- transition support for vulnerable Y6 pupils transferring to secondary school;
- inviting the SENDCO of the receiving secondary school to the final Annual Review in year 6;
- Re mental health needs – parent is supported to seek a referral to CAMHS;
- Completing a CAF for the family;
- Translators/interpreters when required;
- One of our many strategies, through Achievement for All, is to use the structured conversations approach to discuss some SEND needs, including the views of the child, parent/carer and school staff.

19 Supporting pupils at school with medical conditions

19.1 The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school visit/residential. Specific staff have had training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment

or managing epilepsy. Our school caterers, Alliance in Partnership (AiP) work with parents and children to support dietary needs.

19.2 The Learning Mentor, Mrs Pauline Wilson-King, is responsible for the administration of medicines policy and health care plans/protocols and will liaise with relevant staff.

19.3 FOR FURTHER INFORMATION SEE OUR MEDICAL POLICY - website

20 Equal Opportunities and Inclusion

20.1 Through all subjects, the school is committed to providing equal opportunities for all, regardless of race, faith, gender, language, ability, disability, social circumstances or capability. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school by sharing the gospel values and virtues. For further information see the Equality Scheme and Inclusion policy on the website under Policies.

21 Monitoring and evaluation of SEN

21.1 The head teacher and the Leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The Education Endowment Foundation (EEF) has produced a toolkit comparing the effectiveness of various interventions designed to close the attainment gap between disadvantaged pupils and their peers. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings;
- progress against national data and based on their age and starting points;
- interventions baseline and exit data;
- progress against individual targets;
- pupils' work and interviews

21.2 The SENDCO and Inclusion Lead map and cost the school's provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of each cohort and if necessary make changes to our provision. Band 6, high need pupils' finance is managed carefully liaising with the Local Authority.

22 Training and development

- 22.1 Training needs are identified in response to the needs of pupils currently on the SEN register.
- 22.2 School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Down Syndrome and dyslexia.
- 22.3 The SENDCO attends network meetings to share good practice with colleagues in the Unity Schools Partnership and Blue Sky Teaching School and to keep up to date with SEND developments.

23 Storing and Managing Information

- 23.1 Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Copies of individual SEN files are transferred to receiving schools when pupils leave Saint Thomas More School.

24 Reviewing the SEND Policy

- 24.1 The SEND policy is reviewed annually by the governing body.

25 Complaints

- 25.1 We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Saint Thomas More School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.
- 25.2 If concerns are still unresolved parents may wish to speak with the SEN governors or engage with the School Complaints procedures.

26 How the policy was put together

- 26.1 This policy was created in consultation with stakeholders, including the SEN Governors, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

27 Access to this policy

27.1 You can get a copy of our policy in a number of ways:

- The school website, follow the link on Policies;
- A hard copy on request at the school office (a small fee is required)

27.2 Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

28 Compliance

28.1 This policy complies with the statutory requirement laid out in the SEND code of Practice 0 – 25 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013;
- SEND Code of Practice 0 – 25 September 2014;
- Schools SEN Information Report Regulations (2014) www.sendgateway.org.uk;
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012;
- Medical Policy

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Disability Discrimination Act

Coventry 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. Coventry's Local offer is available from the website: www.coventrylearninggateway.gov.uk

APPENDIX 2: Related School Policies/Documents

Safeguarding Policy
Accessibility Plan
Admissions Policy
Anti-Bullying Policy
Behaviour Policy
Complaints Procedure
Inclusion Policy
Equality Scheme
School Offer Website
Curriculum policies

Glossary – a list of commonly used acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CIASS	Communication, Interaction and Support Services
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EEF	Education Endowment Foundation
EHCP	Education Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IPMHS	Integrated Primary Mental Health Service
KS	Key Stage
LA	Local Authority
LAWSS	Learning and Welfare Support Service
LAC	Looked After Children
MAG&T	More Able Gifted and Talented
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
RSA	Request for Statutory Assessment
SaLT	Speech and Language Therapy
SLCN	Speech Language and Communication Needs
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENS	Special Educational Needs Support
SENDCO	Special Educational Needs Coordinator
VI	Visual Impairment