

SEN Policy

2023-2024



**‘The Love of Christ impels us’
To be
Ready, Respectful, Safe**

**‘To love one another as I have loved
you’**

Our Vision

As a Catholic primary school, firmly rooted in the teachings of Christ, we value every child in a caring, safe environment. By working in partnership with parents, we strive to deliver outstanding spiritual, moral and learning success with artistic and intellectual abilities for our diverse range of pupils. We aim to equip children with the skills to become confident, independent learners and with the motivation to achieve their potential. We strive to deliver a broad and balanced curriculum that promotes high achievement for all children who are able to enrich their own lives and take their place in the wider community. We are committed to inclusive education, equal opportunities and respect for all.

Aims and Objectives

This policy accepts the definition of Special Educational Needs and Disability SEND as set out in the SEN Code of Practice 2014. A child or young person has SEND if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The four primary areas of SEND are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

This policy also reflects the approach to and arrangements for SEND, outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annual SEND information which is available on the school website. This report contains information about the identification and provisions for SEND within the school. Individual class teachers will report to parents regularly about the progress of their child.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and

compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The 'responsible person' for SEND is Tracey Peters the Headteacher. The person co-ordinating the day to day provision of education for pupils with SEND is Nadine Zlotnick the SENCO. The school's SEND Governor is Joe Simpson

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs and Disabilities. As such **St Peter and St Paul Catholic Primary School** adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

St Peter and St Paul Catholic Primary School is a 3 story building which has level access from the street to pupil and visitor entrances. The front and back playgrounds are on the ground floor, as is the school office. The nursery, reception, year one and two classrooms are on the ground floor. The years 3- 6 classrooms are on the 3rd level. There is a lift with wheelchair access to all levels. Wheelchair users have to enter the building via the side entrance as the doors to the front are not wide enough to accommodate a wheelchair. There is a disabled toilet with shower facilities. If required, the school will seek advice from Richard Cloudesley School on how to adapt the environment for hearing and visual impairments, Occupational Therapy Services for physical disability and any other relevant outside agency as required.

Equipment available in our school to all children at any time needed:

- Communication Books (for home and school)
- Devices for additional recording e.g. cameras, video recorders, voice recorders
- Personal chromebooks
- Adapted keyboards
- Move-n-sit cushions
- Audiobooks
- Pencil grips
- Specialist handwriting equipment
- Coloured overlays
- Timers
- Books, games and resources or other equipment as advised by outside agencies to support specific children

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, a Pupil Passport or SEN Support Plan) detailing appropriate interventions, such as Language Groups, Phonics, Reading, Toe by Toe, Maths, Catch Up Literacy, Catch Up Maths, Handwriting, Touch Typing, Social Skills.

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading books
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Pupil Passport or SEN Support Plan. These will be shared with Parents.

The plan will also set out review arrangements.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

Resources

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

The principles which guide the governing body in allocating resources are based upon recommendation and advice from the SENCO, the Class Teacher and Outside Agencies.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the Parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

Where appropriate, the school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service
- Education Welfare Service
- Health Service (school nurse, dietician, speech therapist, occupational therapist, physiotherapist)

- Families First

Arrangements for Complaints:

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

1. The class teacher
2. The SENCO (details below)
3. The Headteacher – using the main school number: 02072530839
4. The SEN Governor (a letter can be submitted through school office)
5. The SEN Governor will then refer to the complaints procedure to try and address the issue.

Workforce Development

In-service training needs related to Special Educational Needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other Policies

This Policy should be read in conjunction with the SEN Information Report, the Accessibility Plan, the Equalities Statement and Objectives and the Positive Behaviour Policy.

Approved by Governors
Date: