

# **SEND Policy**

## **2024-2025**



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

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

Reviewed: Autumn 2024

To be reviewed: Autumn 2025



## **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 can 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/carers 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 four-storey building with a lift for goods only. Wheelchair users have to enter the building through the side entrance as the doors to the front are not wide enough to accommodate a wheelchair. There is a disabled toilet and shower on the ground floor which is accessible to wheelchair users. The front and back playgrounds are on the ground floor as is the school office. Nursery, reception, year one and two classrooms are on the ground floor.

There are a lot of stairs going up to the KS1 library, the hall/dining room, and the music room. The year three, four, five, and six classrooms are on the fourth floor. Children who have mobility issues, or who need adult support when walking around the school, are required to have a risk assessment to see if they can move around the school safely. The school does not have the facilities to provide intimate care for children routinely. However, intimate care can be provided if a child has a one-to-one via their EHCP.

### **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 actions 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 adapted 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 an adapted 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 to meet the pupil's needs. This may include an intervention or referral to outside agencies.

### **Interventions can include**

- Classroom organisation and management
- Alternative teaching strategies
- In-class support by teacher
- Small group work
- Targeted intervention on a 1:1 or small group basis
- Behaviour modification programmes
- Use of specialist equipment

Every child on the SEN register has a Pupil Passport or a SEN Support Plan. The school reviews the children's progress by reviewing the plans on a termly basis. These are shared with both parents and pupils.

Children with EHCP have an annual review where school staff together with parents and when possible outside agencies review the child's progress and provision. A

record of the outcomes, actions, and support agreed upon is sent to the LA. The annual review forms that we use can be obtained from the SENCO.

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.

### **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 recommendations and advice from the SENCO, the Class Teacher, and Outside Agencies.

### **Parent/Carer Participation**

The school will actively seek the involvement of parents/carers 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/carers is often the crucial factor in achieving success.

Parents/carers 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/carers and the school will be consistently maintained. We will always discuss with Parents/carers 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
- Attendance Advisory Practitioners AAP
- 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/carers and we believe the best way to do this is to listen to your views. We encourage parents/carers to contact us about their concerns and not to wait for the next formal opportunity to meet. 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;

- The class teacher
- The SENCO (details below)
- The Headteacher – using the main school number: 02072530839
- The SEN Governor (a letter can be submitted through the school office)
- 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
- Consultation with parents/carers
- 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**