



MARGARET ROPER CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Margaret Roper School has a school population of 200 students. Within the school there are children with Special Educational Needs, children who have English as an Additional Language and children who receive support via Pupil Premium. We also have children who are working at greater depth and are classed as more able.

We have a leadership team comprising of Mr D Mooney – Headteacher, Miss E Holloway, and Mrs C Garcia who are our Assistant Heads. Miss C Stewart is our Special Educational Needs (SEN) Coordinator. Our SEN governors are, Dr A-M Sawyer, M McFeeley and C Piper.

Margaret Roper is an inclusive school offering equality of opportunity to all pupils within the school. Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and we strive to support all children to enable them to achieve their potential.

This SEND policy is a key document to ensure that our school delivers high quality provision for all pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils, including those with SEND, can achieve their potential and engage successfully in all aspects of the wider school community.

The Head Teacher, Mr Dermot Mooney, has overall responsibility for the day to day management of all aspects of the school, including the provision made for pupils with SEN. Our Special Educational Needs Coordinator (SENCO) takes day to day responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Miss C Stewart. She can be contacted via email: senco@margaretroper.croydon.sch.uk or through the school office.

Our values and vision in relation to SEND provision:

Caring, Learning and Achieving together as part of God's Family

Margaret Roper School will strive to give every child the best possible education because each individual is uniquely created and precious to God.

The views, wishes and feelings of the pupil and their parents are at the heart of our provision. We consider it essential that the child and the child's parents/carers participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. It is vital to support the child and the child's parents in order to facilitate the development of the child and to help them achieve the best possible outcomes, preparing them effectively for the next stage in their education.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued professional development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND:

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEN team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school.

Identifying Special Educational Needs:

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The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning, behaviour, social or emotional development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies and families as appropriate.
- Termly tracking of all pupils to monitor progress and attainment in compared to age related expectations.
- Concerns raised directly by parents or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance.
- English as an additional language.
- Family circumstances.
- Economic disadvantage.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

Meeting the needs of pupils with SEND:

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer **SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

The SEND Whole School Profile:

The whole school profile provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.

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- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need.
- Effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

It is reviewed termly with the Inclusion Team, which consists of the Senior Leadership Team and SEN Governors.

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards both short and long term targets and outcomes. Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies. Successful interventions made lead to a child being taken off the SEN register. It is possible for a child to go on and come off the SEN register at different times in their schooling.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapy. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs although for some pupils there may be overlap:

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

PLAN:

The school will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil.

This plan will be recorded as a **Provision Map**, for those pupils at the early stages of intervention or as a **'Pupil Passport'** (additional support plan) for pupils with additional adult support and/or an EHCP. 'Passports' are shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed. Parents will be invited to attend a termly review of 'Pupil Passports' and will receive a copy.

DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend this review meeting along with pupils when this is appropriate. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision. As well as termly reviews, pupils with EHCPs will have an annual review of this provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Pupils' response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs.

Removal from the SEN Whole School Profile:

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs:

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources and budget. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for SEND Localities Support or an Education Health and Care Plan (EHC plan) assessment.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Meeting the needs of pupils with medical conditions:

Arrangements are in place to ensure that pupils with a medical condition are able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

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These arrangements are set out in an individual Medical Care Plans (IMC).

The medical care plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IMC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Transition Arrangements: (See also School Information Report on website)

The school is proactive in seeking to ensure that there is a successful transition between phases of education.

For pupils joining the school in our Reception class the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

For pupils moving to secondary school or to a different school, the SENCO or class teacher will contact the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to discuss and plan support required to ensure there is continuity in the range and level of support offered.

Funding and Resources:

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.

The school is part of the Purley Locality group. This group has been set up by Croydon Local Authority and meets monthly during term time. The aim of the group is to offer targeted provision for children with additional learning needs. School can also apply for short-term targeted funding for individuals and groups of children to help them achieve specific learning goals.

Training:

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching. We have a TA with additional skills in delivering Speech and Language and two TA trained in ELSAs – Emotional Literacy Skills.

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The SENCO attends the termly Croydon briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

Roles and Responsibilities:

Role of the SENCO:

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The school's SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a supportive role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN Liaising with the relevant 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, professionals, and independent or voluntary bodies.
- Training teachers and support staff directly and organising external training where necessary for SEND.
- 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).
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Role of the SEN Governors:

The school has governors specifically with the role of overseeing SEND. Responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings.
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN.
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school.
- Helping to review the school's policy on provision for pupils with SEN.
- Assuring the governing body that the school website publishes the school's SEN offer in accordance with the new Code of Practice.

Involvement of Parents:

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Close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.
- Parents are kept up to date with their child's progress through end of year reports, parent's evenings, review meetings and team around the child meetings.

Parents can contact the SENCO by booking an appointment at the school office. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted in writing via the school office in relation to SEND matters.

Involvement of Pupils:

All pupils have the right to be involved in making decisions and exercising choice. In most lessons, pupils are involved in monitoring and reviewing their progress. We try to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Self-review their progress.
- Monitor their success through teacher /pupil conferencing.
- Attend termly review meetings/parents' consultations to discuss progress.

Monitoring and Evaluating SEND Provision:

In evaluating the quality of the SEND provision, the school will consider a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved by pupils with no SEND as well as comparison with pupils with similar starting points nationally. We also use other assessment measures which relate specifically to individual needs such as communication skills.

We monitor the impact of additional and targeted interventions and collect the views from parents/carers and pupils on the quality of provision offered through our termly reviews with parents/carers and pupils.

Managing Concerns about SEND Provision:

Parents are encouraged to share any concerns they have about the quality and impact of SEN provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO and other senior leaders as required. The SEN Governors may be contacted in writing via the school office.

Parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

The school can also arrange for parents to discuss concerns with other key professionals such as the educational psychologist.

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If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Links to other policies:

Accessibility Plan

Anti-bullying Policy

Behaviour Policy

Medical Needs Policy

Safeguarding Policy

Equalities Policy

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>