

Holy Cross R.C. Primary School

Special Educational Needs and Disability (SEND) Policy 2016

This policy has been discussed and agreed with Governors, school staff and parent representatives of pupils with SEND.

“Each individual has a unique value in the sight of God regardless of race, gender or ability.”

Holy Cross School is a place where pupils and adults of all races, religions, gender, abilities and social circumstances can expect to find security and respect for themselves, their families, other people and their traditions.

Holy Cross School policies are interlinked and should be read in conjunction with the following policies in particular: Admission, Anti-Bullying, Assessment, Behaviour, First Aid/Medical, Safeguarding, Single Equality Scheme and Subject Policies

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Headlines from the September 2014 Code of Practice:

- Statements of SEND have been replaced by Education, Health and Care plans (EHCPs) which can be used to support children from birth-25 years. (Lewisham plans to transfer current statements of SEND to an EHCP by 2017.)
- School Action and School Action Plus have been replaced by one school based category of need known as ‘Special Educational Needs Support’ (SENS). All children on the SEND register are closely monitored, and their progress tracked by their teacher, the Inclusion Manager and the Headteacher. Class Teachers and staff working with pupils with SEND liaise continually to review and revise support as appropriate.
- There are four broad categories of SEND:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory

Holy Cross encourages parents to be involved in the planning and reviewing of the SEND provision for their child through discussions with the class teacher and Inclusion Manager at open evenings and Academic Review Days and in individual meetings. We consider the child’s own views and aspirations and those of their parents when planning the SEND support.

- All children benefit from 'Quality First Teaching' which means that Class Teachers will assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, Holy Cross implements some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 SEND Code of Practice 0 to 25 years says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

At Holy Cross our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also assessment and subject policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children for SEN Support (SENS)

Children with SEND are identified by three main assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress, in spite of Quality First Teaching, they are discussed with the Class Teacher, Headteacher and Inclusion Manager and a plan of action is agreed.

2. Class Teachers continually assess 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

3. We work in collaboration with parents to identify their child's needs and refer on, as necessary, to external agencies for additional professional advice.

The Inclusion Manager may use assessment tools to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses of conditions such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). School can refer pupils for further medical specialist assessment at Kaleidoscope Children's Centre in Lewisham or parents can ask their GP to refer their child.

Working with Parents and Children

Holy Cross School works carefully to ensure positive collaboration with parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. If a child is identified as having SEND, they will be placed on the school's SEND register and support will be planned and timetabled. This is recorded on the Provision Maps for each class. Pupils with a Statement of SEND or Education, Health and Care Plan (EHCP) will have individual Provision Maps with targets drawn from their statement or EHCP which are agreed with parents. Provision Maps are updated termly. This is part of the graduated approach cycle of 'Assess, plan, do, review' required in the 2014 Code of Practice.

Pupils' views will be elicited via the "My World" reports which they complete annually. Ongoing discussions are held with children about their performance and enjoyment of school life. Parents, Class Teachers and the Inclusion Manager meet in the Autumn Term to discuss the child's strengths, interests and targets. In the Spring Term, pupils and parents meet the Class Teacher and Inclusion Manager to review progress so far and update targets. In the Summer Term, parents receive their child's Annual School Report showing progress and attainment plus future targets. Throughout the year, parents are welcome to meet Class Teachers and the Inclusion Manager to discuss their child's needs and progress. Pupils' school diaries are used to share information between teachers and parents.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SEND, the following paperwork is completed:

- Annually, pupils with SEND will record their views and aspirations in a “My World” report. It will also encourage the child to reflect on what helps them to achieve, what they find hard and what they enjoy about school. This is completed with school staff and shared with parents.
- The pupil’s name will be added to the schools SEND register.
- Each term, after Pupil Progress meetings, Class Provision Maps will be reviewed and updated. The Provision Maps record specific and challenging targets for the child and the support provided to help them achieve them. Pupils with a Statement of SEND/EHCP have personalised Provision Maps.

Moving to an Education, Health and Care Plan (EHCP)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child has SEND, has a high level of need and is a “Looked After” child and is, therefore, additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child’s achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, wherever possible, in class. Class Teachers spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional support to children with SEND, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. We use a range of interventions which may be offered to individuals, pairs or in small groups. Interventions may be run by

Class Teachers, Higher Level Teaching Assistants, the Inclusion Manager or Teaching or Learning Support Assistants.

Adaptations to the curriculum teaching and learning environment

Adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children, but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a child consistently shows unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we discuss with the family ways to support their child in school or identify and refer them to appropriate agencies.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS, or cooperate with the school to do so.

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of interventions such as Circle Times, Circle of Friends and Play Therapy, plus ongoing support from appropriate members of staff.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will investigate all allegations and work with both parties.

Transition Arrangements into/within/from school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/new school to prepare the child
- Opportunities to take photographs of key people and places in order to make a transition booklet.

- Enhanced transition arrangements are tailored to meet individual needs,
- Class teacher and Inclusion Manager visit a child with SEND in their existing school before moving to Holy Cross

Transition to Secondary School

Transition reviews for Year 6 pupils with a statement or EHCP are held in the Summer Term of Year 5. The secondary school SENCO is invited to Holy Cross to meet pupils and additional visits are arranged at the receiving school as required.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Barbara Heathcote, Chair of Governors. She meets the Inclusion Manager termly to discuss SEND across the school and holds regular meetings with the Headteacher.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Lewisham's 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.

Lewisham's Local Offer is available from the website

www.lewishamlocaloffer.org.uk

School's SEND Information Report

This report, available on the school's website, gives information about provision for pupils with SEND within the school. It includes identification of SEND, planning and provision for pupils, pupil involvement, parent liaison, staff training, key contact details – school and external agencies and resources available in school.

Equal Opportunities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Headteacher Mary Collins Date: 25 May 2016

Signed: Inclusion Manager Mairi Tullett Date: 25 May 2016

Signed: Chair of Governors Paul Monaghan Date: 25 May 2016

Date for review of policy: May 2017