

St Thomas More Catholic Primary School Special Educational Needs and Disability (SEND) Policy



Reviewed	Agreed by GB	Next review
Annually	Autumn 2023	Autumn 2024

INCLUSION AND SEND STATEMENT:

At St Thomas More Catholic Primary School we believe that every child deserves to:

- be safe and loved
- have a healthy and happy childhood
- be free from harm,
- have the chance to make the most of their talents and fulfil their potential

St Thomas More Catholic Primary has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential:

- personally
- socially
- emotionally
- academically

in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

AIMS:

- To make sure St Thomas More Catholic Primary School fully implements national legislation and guidance regarding pupils with SEN.
- To communicate effectively with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision.
- To have the highest aspirations and expectations for all pupils including those with special educational needs and/or disabilities.

OBJECTIVES:

- For every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND).
- For all staff to be committed to providing Quality First Teaching for all children at our school which enables them to:
 - fulfil their aspirations and achieve their personal best
 - become confident individuals, living fulfilling lives
 - make successful transition to their next phase of education
- For all children to have the opportunity to develop their potential with the guidance and support of their class teacher, the Special Educational Needs & Disabilities Coordinator (SENCO) and any appropriate outside agencies.

IDENTIFYING SEND:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is “different from or additional to that normally available to pupils of the same age” (SEND Code of Practice 2014). For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil’s progress is causing concern, this may 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

Broad areas of need as outlined in the SEND Code of Practice 2014:

These four broad areas give an overview of the range of needs that the school supports. In practice, individual children or young people often have needs that cut across some or all these areas and children's needs may change over time:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Thomas More Catholic Primary School, the needs of the whole child will always be considered in this process, as well as any specific issues that have been raised. Other factors may often impact on a child's progress and attainment and are not considered SEND:

- attendance and punctuality
- health and welfare
- speaking English as an additional language
- being in receipt of pupil premium
- being a looked after child

THE GRADUATED APPROACH TO SEND SUPPORT:

Identifying and adapting teaching to meet need is a process that is in place for all children. We have a rigorous and regular system through Pupil Progress meetings to identify where pupils are not making expected progress or may be working below national expectations.

If necessary, the Class teacher will put in place:

- relevant and timely interventions through Quality First Teaching which happens every day.
- appropriate differentiation (where learning is matched to ability).
- in-class support aimed at closing the gap or raising the attainment.

The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength. Where a pupil's needs are persistent, the class teacher will work with the SENCO and draw up a support plan. Where appropriate, the child's views will be sought. As a result of this process if it is clear that different and additional provision is required to meet need, the child will be placed on the SEN register at SEN Support. Parents will be informed if school is making special educational provision for their child. The class teacher remains responsible at all times for the progress and development of all children in the class even where a child may be receiving support from a teaching assistant, one to one Learning Support Assistant, specialist teacher or an outreach teacher from an external agency. Quality First Teaching, differentiated for individual pupils is always seen as the first step in responding to pupils who have or may have SEND or additional needs.

Working together, the SENCO and class teacher will select appropriate support and intervention strategies to meet the targets identified for the pupil. This SEND support will be planned and delivered using the Assess-Plan-Do-Review approach. Decisions, interventions and actions will be revisited, refined and revised with a growing understanding of the pupil's needs and of what best supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles to match interventions to the SEND of a child.

TRAINING:

Training needs will be identified by the Senior Leadership Team in consultation with the SENCO and teaching staff. Teaching Assistants will have opportunities to attend training applicable to their role. The SENCO will ensure that all staff have sufficient knowledge and assistance to provide the best possible differentiation programme for children with SEND within the class. The SENCO attends regular training and Greenwich SENCO's Network meetings to keep up to date with local and national developments in SEND.

SUPPORT SERVICES:

The school works with a variety of external agencies to provide extra advice and support for children, their families and the adults supporting the child in school.

External services:

- give advice to teachers and parents/carers.
- support curriculum development for children with SEND.
- identify, observe and assess individual pupils identified as having, or possibly having SEND.
- direct teaching/practical support for classroom teachers.
- provide training for staff working with pupils with SEND.

With parental consent School can access external support from the following agencies through a referral process:

- Educational Psychologist
- Speech and Language Therapy
- Hearing Impairment Service
- Visual Impairment Service
- Support Team for Education in Primary Schools (STEPS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy
- Oxleas NHS Health Services
- Behaviour Outreach Team (Waterside)
- ASD Outreach Team