



Hard Federation of St. Joseph's Catholic Primary Schools Policy for Pupils with Special Educational Needs and Disability

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ABBREVIATIONS AND ACRONYMS

AfL	Assessment for Learning
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CoP	Code of Practice
CPD	Continuing Professional Development
DDA	Disability Discrimination Act
ECM	Every Child Matters
HI&D	Hearing Impairment and/or Deafness
MLD	Moderate Learning Difficulty
MSI	Multi-SENdsory Impairment
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SEMHD	Social, Emotional and Mental Health Difficulties
SEND	Special Educational Needs and Disability
SEP	Specific Education Plan
SLCN	Speech, language and Communication Needs
SLD	Severe Learning Difficulty
LLI	Leader of Learning for Inclusion
SpLD	Specific Learning Difficulties
VI	Visual Impairment

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SECTION1

Introduction:

The Hard Federation of St. Joseph's Catholic Primary Schools values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Rationale:

This policy is a statement the arrangements of Inclusion and SEND in the Hard Federation of St. Joseph's Catholic Primary Schools. It has been written to make these arrangements for inclusion explicit and to ensure continuity of practice across the school.

Compliance:

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Federation's Inclusion Team, in consultation with the SEND Governor, parental consultation and school staff reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

Philosophy:

In the Hard Federation of St. Joseph's Catholic Primary Schools we recognise that all children are individuals with gifts, abilities and weaknesses. We accept that Inclusion is not a fixed state but a process that involves close partnership of the school, parents and other professionals. We believe that "every teacher is a teacher of every child or young person including those with SEND (Nasen, 2014), and in line with the SEND Code of Practice 0-25, 2015v, class teachers are responsible for the learning and progress of all children. The schools' SENCOs and Intervention Team support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made

We provide education for all pupils through a variety of access strategies including appropriate differentiation, resources and facilities as necessary. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity. We strive to deliver a fully accessible social and academic curriculum. The school will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate pupils' inclusion. We continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

All children must have equality of opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

In the Hard Federation of St. Joseph's Catholic Primary Schools we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children". (SEND Code of Practice. DFES 2001

This policy links with the Federation's policy on children with significant medical needs.

Vision:

Our vision for pupils with special educational needs and disabilities is the same as that for all our pupils – that they achieve well, make at least good progress from their starting points and attain their expectations.

We recognise that many pupils will have special needs at some time during their school life. In moving towards this vision, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Our Special Educational Needs Policy takes into account the Education Act 1996, the revised Code of Practice 2014, the Special Educational Needs and Disability Act 2001, the amended Disability Discrimination Act (DDA) 2005, the Every Child Matters (ECM) agenda and the aims of school as outlined in the Mission Statement and other school documentation.

SECTION 2

Key Principles of Inclusion

- We at the Hard Federation of St. Joseph's Catholic Primary Schools believe that everyone has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities will be provided to enable individuals to progress to the best of their ability.
- Diversity is valued as a rich resource that can contribute to the learning of all pupils and staff.
- Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language and social background, and the utilisation of resources to reduce these barriers.
- The Hard Federation of St. Joseph's Catholic Primary Schools are schools in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.
- We believe the close working partnership and communication between home and school is vital to the success of this process and the success of our pupils.

The SEND Aims of St. Joseph's Federation

We aim to enable the children to develop their full potential to the best of their ability by:

- Ensuring that all pupils have access to a broad and balance curriculum within the catholic tradition
- Raising the achievement of all pupils
- Promoting the self-esteem and motivation of all children
- Providing high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment
- Providing a differentiated curriculum that meets the academic, social, moral and spiritual needs of identified individuals
- Listening to children's views and involve them in planning their education; ensuring that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision
- Ensuring the identification of all pupils requiring SEND provision as early as possible in their school career
- Ensuring that pupils with SEND take as full a part as possible in all school activities
- Ensuring that parents of pupils with SEND are kept fully informed of their child's progress and attainment and are fully involved in their child's learning
- Helping all pupils develop their personal and social skills and to experience success and achievement promoting equality of opportunity for all
- Ensuring fostering and maintaining links with outside agencies and support services, including Secondary schools.

These aims will be achieved in the school environment as follows:

- ✓ The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child

- ✓ All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work
- ✓ Specific individual needs will be taken account of at the planning stage
- ✓ A variety of groupings will be used to create opportunities for children to take on different roles
- ✓ The SENCo and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children
- ✓ The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

SECTION 3

Definition of Special Educational Needs and Disability:

A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice 0 – 25, 2014, p94) A pupil’s Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority
- is under compulsory school age and falls within either of the definitions above or would so do if special educational provision was not made for the child.

Definitions and Areas of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 or mainstream post-16 institutions

Definition of disability:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Hard Federation of St. Joseph’s Catholic Primary Schools will have due regard for the Special Needs Code of Practice (2014), when carrying out our duties towards all pupils with special educational needs, and will ensure that parents are notified when SEND provision is being made for their child.

SEND categories:

Under the SEND Code of Practice 0-25 (2014), Special Educational Need or Disability is categorised under the following 4 headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These categories will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

The transition to EHC Plans in the Borough is over a three year period and so some children will be identified under the previous categories. These may be found in Appendix A.

We recognise that some pupils’ progress and attainment is affected by factors other than Special Educational Need or Disability. For example:

- Attendance and punctuality
- Health and welfare
- Having English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)

- Being a child of a serviceman/woman
- Stress from personal circumstances

Identification of Need:

A pupil will be deemed to have Special Needs

“where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

(SEND Code of Practice 0-25, 2014 P.94)

This is often identified by attainment or progress that is significantly below that expected for their age and year group. We endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

A pupil with SEND concerns will be identified in discussion with parents/carers and, where appropriate, the pupil.

We believe that all children are vulnerable to stress caused by personal circumstance and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods and this will be regarded as a special need.

Children may be said to have Special Educational Needs and Disability if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet any identified needs.

The provision for children with additional needs will be an integral part of teaching and learning. Provision starts in the classroom with ‘Wave 1 quality first teaching’. Therefore every teacher is a teacher of our approach to supporting SEND.

As a school, we acknowledge that every child has the right to an education which meets their individual needs. Every endeavour is made from within the resources available to us to provide this. Children with special educational needs and Disability will be identified by their class teacher and brought to the attention of the LLI. Using teacher’s assessments and discussions with parents, the SENCo and class teachers will meet half termly to discuss the provision needs of the pupils in their class at **Universal, Targeted** and **Special Support bands**. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, “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*
- *widens the attainment gap”*

(SEND Code of Practice 0 – 25, 2014, p95)

The SENCO and class teacher will consider **Targeted Support** regardless of whether pupils are deemed to have SEND. (See appendix A for the Federation offer and information regarding the types of intervention that is available and the criteria for their use).

When the need has been identified through the relevant assessment, which includes assessment by our Educational Psychologist where appropriate, the extra help required will be made from within the school's own resources. Most extra help is given within the normal classroom setting, but will include support that is 'additional to and different from' the usual high quality teaching that takes place in the classroom.

At this stage both parents and the pupils themselves (where appropriate depending upon their age group) are consulted on the next steps; setting targets, implementing support (both school and home based where appropriate), arranging the termly review formats. To support the provision and interventions for SEND all classes have access to either a Nursery Assistant or Classroom Assistant working with them. When necessary, help from the other agencies is requested, e.g. School's Psychological Service or the peripatetic service for the hearing impaired.

There are 2 distinct categories for children with Special Educational Needs and Disability:

SEND Support: These pupils will receive some form of support from an outside agency (ie: speech and language or the Educational Psychologist) and parents will be invited to a termly review meeting to look at the pupils Individual 'Pupil Passport' which details their targets, support and other key information.

EHC: These pupils have detailed individual plans to help address more complex learning needs through a range of school and external support. Regular reviews will be held with parents in addition to two extended consultation evenings and the end of year report meeting in July.

In the Hard Federation of St. Joseph's we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs (CoP 5:2). All teachers are responsible for identifying pupils with SEND and, in collaboration with the LLI, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

In the Hard Federation of St. Joseph's Catholic Primary Schools we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation

- assessment data, including formal assessments and evidence from AfL
- performance as judged against step descriptors
- results of published tests carried out by external agencies or the LLI
- standardised screening or assessment tools
- information from parents/carers
- information from prior Early Years Settings or previous schools

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to help ensure continuity in learning when entering or transferring to St. Joseph's. The records provided help the school to design appropriate differentiated learning programmes. If a teacher has a concern regarding a child then a concern form is completed and given to the LLI who will discuss any strategies, support, already in place and plan the next steps with the teacher. For pupils with identified SEND the LLI/Class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for support within the class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- involve parents in a joint home-school learning approach.

SECTION 4

Meeting the needs of pupils identified with SEND:

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing additional support tailored specifically to the needs of the pupil

SEND Support

Under the new Code of Practice, children who were previously on School Action and School Action Plus are now called SEND support. As previously, children who are not making expected progress will be reviewed and if may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- makes little or no progress even when teaching approaches are targeted to their particular needs;
- shows signs of difficulty in developing skills in literacy or mathematics;
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/carers and the child the next strategy for action.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum Steps significantly below those of his/her peers we will move implement further support.

This is similar to the previous support, but will involve us contacting external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An SEP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the LLI and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

A Specific Education Plan will provide:

- The child's strengths and weaknesses
- The best a child can do in that area
- The date the SEP is written
- The names of staff and/or outside agencies involved with the targets
- What is the best the child can do for that target
- Short-term targets;
- The teaching strategies;
- What provision we will make;
- When we will monitor and review the plan;
- How we will judge progress (success criteria) including the exit criteria;

- Any outcomes after a review; and
 - The signature and comment from both the child and parent
- All SEPs are reviewed termly and targets are discussed at parents/carers' consultation evenings and/or individual appointments.

The SEP will record only that which is additional to or different from the normal differentiated curriculum and will concentrate on two or three individual targets that closely match the pupil's needs. The SEP's will be discussed with the pupil and the parent.

Reviewing SEP's

SEP's will be reviewed termly, with at least one review coinciding with a Consultation Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve pupils in this process. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care Plan. (EHCP). Where a child has an EHCP we will carry out an annual review which parents/carers, child, outside agencies, LLI and other staff as appropriate, will be invited to attend.

Further SEND Support

Further SEND support is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made after full consultation with parents at an SEP review undertaken within Further SEND Support. External support services will advise on targets for a new SEP and provide specialist input to the support process. Further SEND support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum Bands/Steps substantially below that expected for a child of similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting SEP will incorporate specialist strategies.

These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Request for EHC Needs Assessment

The school will request a EHC Needs Assessment from the Local Authority when, despite an individualised programme of sustained intervention within Further SEND Support, the pupil will have demonstrated significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- the school's action through SEND and Further SEND Support
- specific education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum Bands/Steps
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an education psychologist
- views of the parents
- where possible, the views of the child
- involvement of other professionals
- any involvement by the social services or education welfare services.

Review of Education, Health and Care Plans

EHCPs must be reviewed annually. The Local Authority will inform the head of school at the beginning of each school term of the pupils requiring reviews. Following the requirements of the Code of Practice and advice from the Local Authority, the head of school, with the support of the LLI will organise these reviews and invite the parents, the child (if appropriate) and all other representatives from the relevant agencies involved.

Those present at the meeting should consider:

- does the EHCP remain appropriate?
- are any amendments to the EHCP required?
- should the Local Authority continue to maintain the EHCP, or should the Local Authority be recommended to cease to maintain the EHCP, and the pupil's needs be met appropriately through Further SEND Support in school

We encourage parents in Year 4 to look at provision for secondary school so that Year 5 reviews may indicate parental choice or wishes and the provision required in secondary school. At Year 6 reviews, the LLI of the secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with secondary colleagues.

The Range of Provision

The main methods of provision made by the school are:

- quality first teaching i.e. the class teacher will adapt and differentiate the curriculum to meet and match the needs of the pupil
- additional help and support in class from a teaching assistant
- focused small group or individual learning focusing on identified next steps in learning supported by teacher or teaching assistant
- a range of intervention programmes
- additional resources
- support from specialists within class or as part of a withdrawal programme.

Appendix B shows the provision offers made by the Federation.

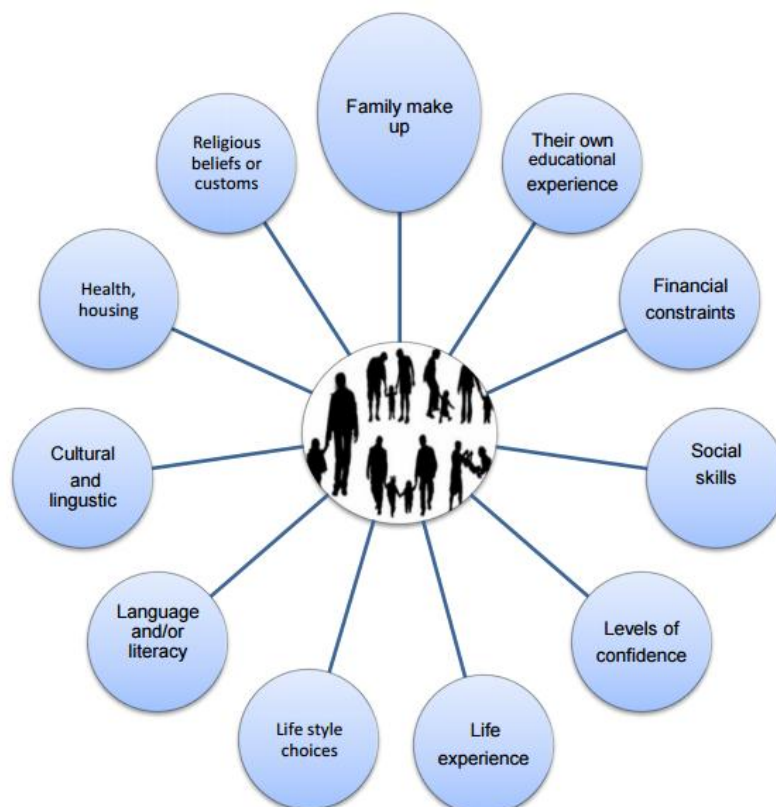
Working in Partnership with Parents/Carers.

How Can Parents/Carers help your child and us if they are identified as having SEND?

The importance and value of working with all parents is widely accepted. It is recognised in the underlying principles of the Statutory Framework for the Early Years Foundation Stage (2014) (EYFS). The Children and Families Act (2014) part 3 and Special Educational Needs and Disability Code of Practice 0-25 years (2015), reinforce the requirement to engage with and involve parents in decision making and providing information and support in order to do so.

The school considers parents of pupils identified as having Special Educational Needs as valued partners in the ongoing processes associated with SEND provision. Depending on age and appropriateness, the pupils will also be encouraged to participate in the decision-making processes affecting them.

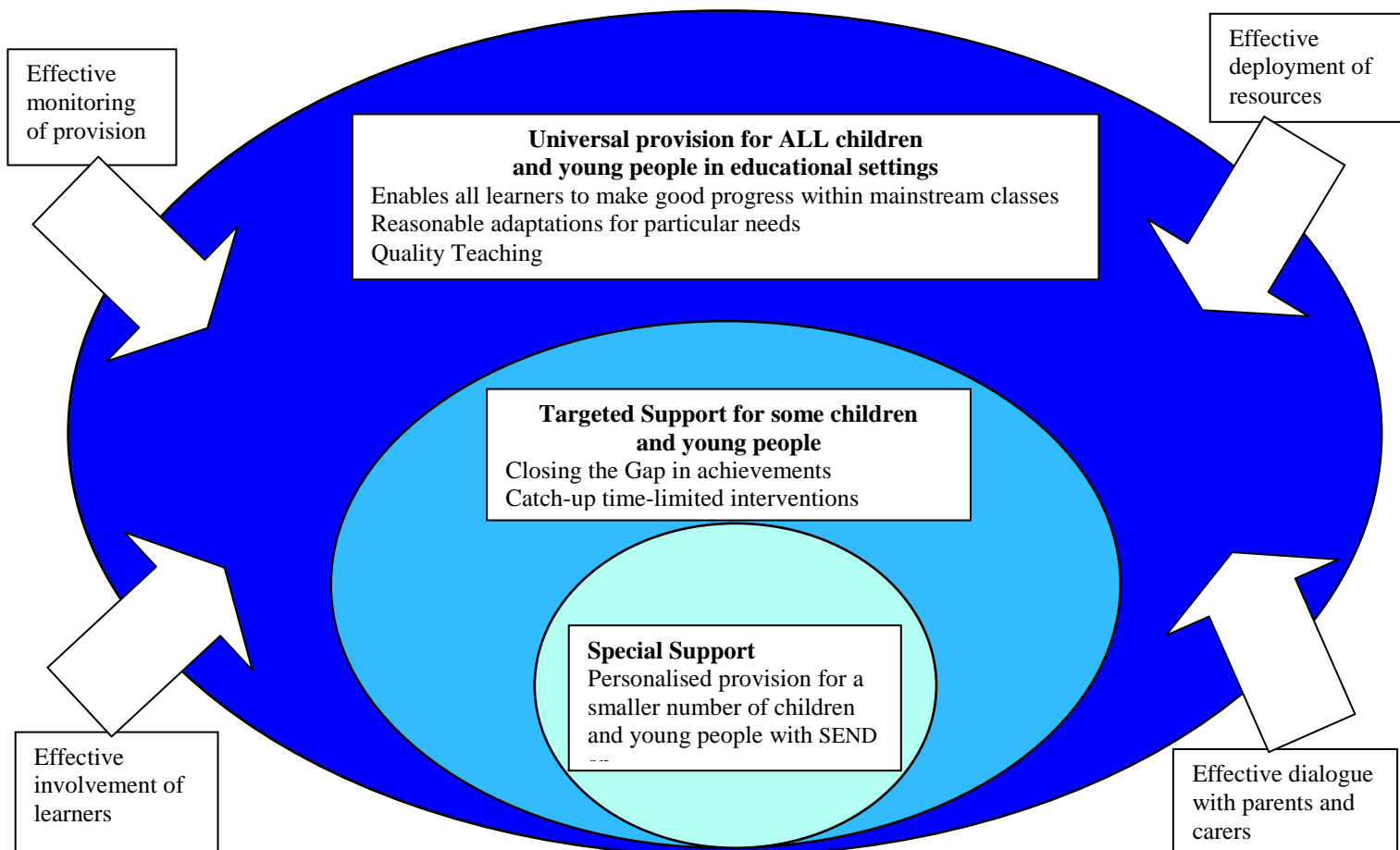
The Federation firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the pupil's needs and how best to support him/her, and that this gives them a key role in the partnership. We recognise that parents/carers have individual circumstances and that if we try to understand these better we will build more constructive relationships.



In practice you can help us help your child better if you:

- ✓ Ensure you give us vital information about your child at the pre-admission interview.
- ✓ Share your unique knowledge of your child with us
- ✓ Develop an open and communicative relationship with us
- ✓ Keep us informed of any changes to your child
- ✓ Keep us informed of any changes at home that might impact on your child
- ✓ Attend reviews and core groups

The Federation uses the graduated response as laid out in the SEND Code of Practice 0-25 (2014) as follows:

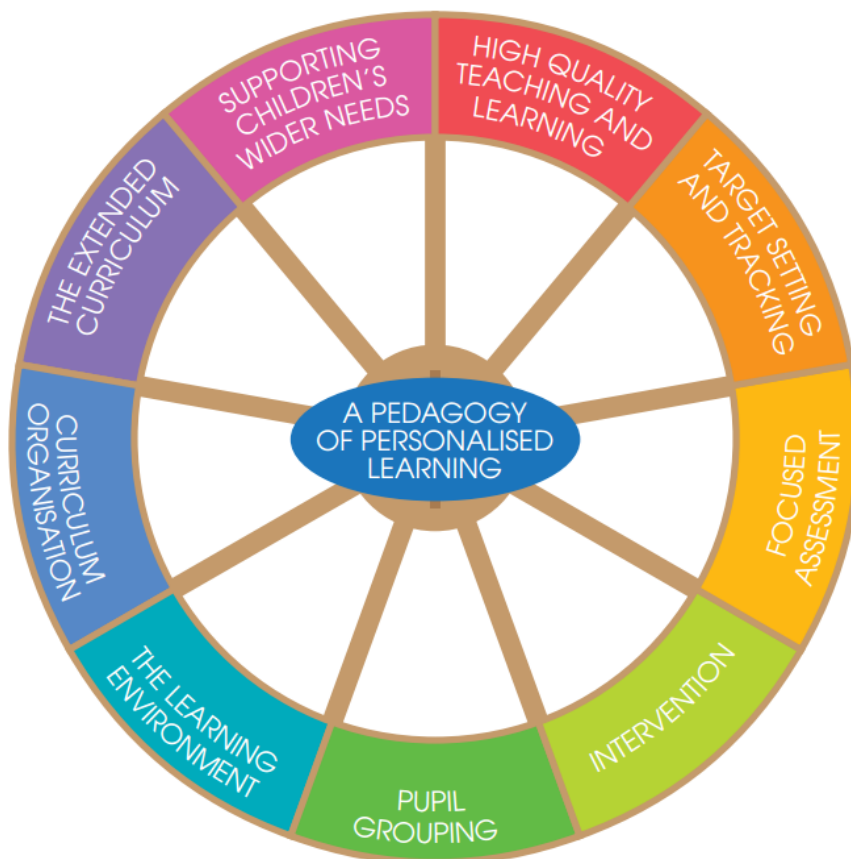


SECTION 5

Arrangements for co-ordinating provision for children with SEND

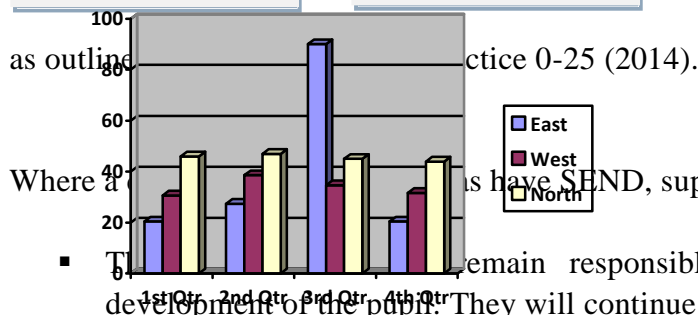
Personalised Learning:

The pedagogy of personalisation is distinguished by the way it expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. Planning for progression and differentiation are fundamental. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory.



In characterising the key features of personalised learning it is impossible to identify different aspects which are mutually exclusive. Consequently, the nine features that are described naturally link and overlap but nevertheless offer a framework which provide a focus for personalising learning.

The Federation uses the graduated Approach to SEND support. This is the



Where a child has SEND, support will be put into place as follows:

- Teachers remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Specific Education Plan (SEP, Appendix C). This will be reviewed on a termly basis.
- The SENCO will deploy appropriate support through intervention programmes or individual support from the Interventions Team and will monitor the quality of that provision.
- For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or LLI and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCO will keep records of the progress made through interventions and will track the cost of these.
- The class teacher will use formative assessment strategies to monitor progress made towards SEP targets and adapt where necessary. This will take place at least fortnightly.

Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class

teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency via the Common Assessment Framework (CAF) procedures. A CAF will also be raised where assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

SECTION 6

Pupils Assessment and Monitoring

Assessment:

The Federation aspires to create a One Plan environment to ensure the genuine involvement of parents and pupils in decision-making, through a process of person-centred planning.

This approach is fundamental to the new arrangements for supporting children with special educational needs (SEND) set out in the legislative reforms for implementation from September 2014.

The One Plan approach is characterised by the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child and child's parents/carers, their aspirations, the outcomes they wish to seek and the support they need to achieve them (SEND Code of Practice: 0-25 years, 2014, Section 9.21).

Effective assessment and planning should:

- focus on the child or young person as an individual, not their SEN label
- enable children as appropriate and their parents/carers to express their views, wishes and feelings
- enable children as appropriate and their parents/carers to be part of the decision-making process
- be easy for children and their parents/carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child's strengths and capabilities
- enable the child and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future

- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

SEND Code of Practice: 0-25 years, 2014, Section 9.22

Monitoring:

Progress is the crucial factor in determining the need for additional support. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the pupil and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour.

Where a teacher is concerned that progress is not taking place as expected, this will either be reviewed at the time of the SEP review or more immediately if appropriate.

SECTION 7

Managing Pupils' Needs on the SEND Register:

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan (until 2018 this may also include the category Statement).

A pupil categorised as receiving **SEN Support** may only be supported by school via the SEP or they may have involvement from an external agency.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the

school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Pupils with existing Statements of Special Educational Need will be gradually transferred over to an EHCP via annual review procedures. This will be completed by 2018.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

SECTION 8

Gifted and Talented

Although the pupils in this category are not recognised under the SEND Cod of Practice, we are committed to providing an environment which encourage all pupils to maximise their potential and this clearly included pupils who display some form of gift or talent.

The provision for Gifted and Talented learners will be an integral part of teaching and learning. Provision starts in the classroom. Therefore every teacher is a teacher of the gifted and talented.

SECTION 9

SEND and Vulnerabilities

SEND and English as an Additional Language

Particular care is needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

SEND and Bullying:

While much progress has been made over the past two decades, research indicates that vulnerable pupils, including those with special educational needs or disabilities (SEND), are still disproportionately bullied within the school population. The Office of the Children's Commissioner found that disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour. The National Autistic Society found that 40 per cent of children on the autistic spectrum had been bullied at school. And Mencap found that nearly nine out of 10 people with a learning disability experience some form of bullying, with over two-thirds experiencing it on a regular basis. Many pupils with special educational needs and disabilities will already be vulnerable to a bully because they look, sound or behave differently; because of low self-esteem; because they have a lack of social and communication skills, and so on. These most vulnerable of pupils may not have the resilience or ability to deal with such

victimisation; they may already be feeling isolated from their peers and lack the skills necessary to make friendship groups that offer protection and support.

Staff are aware of the difficulties in recognising bullying symptoms for a child with SEND and the difficulties they have in expressing these behaviours towards them. The Anti-bullying policy and safeguarding policy and training addresses these difficulties in the hope of early identification and remedial action.

SEND And Racism

Staff are aware of the difficulties in recognising that racism against a pupil identified as having SEND as the child may not recognise the unacceptable behaviour towards them. The Anti-Racism Policy, Single Equalities Policy and Safeguarding Policy supports staff to be alert to this.

SEND and Sexual Orientation (Homophobia, transphobia, biphobia)/

Staff receive specific training under safeguarding to be aware of the difficulties for a pupil under SEND.

SEND and Positive Handling

Staff who have trained in Positive handling are aware of this approach involving a child under SEND. In this matter, we work closely with the local special school for advice and guidance. The Federation has trained Positive Handlers in both schools.

SEND and Sexualised Behaviour

Staff receive specific training under safeguarding to be aware of the difficulties for a pupil under SEND who might be displaying this type of behaviour and how this may be misinterpreted.

SEND and Female Genital Mutilation (FGM)

Staff receive specific training under safeguarding to be aware of the difficulties for a pupil under SEND who might have undergone FGM or about to. They are trained to be alert to the specific difficulties a pupil under SEND may have in voicing their concern.

SEND and Prevent Duty

Within the Prevent Duty training, staff are made aware of the vulnerability of pupils with SEND and to be alert to signs, verbal comments, behavioural changes etc.

SEND and Grooming

Within Safeguarding training, staff are made aware of the vulnerability of pupils with SEND and to be alert to signs, verbal comments, behavioural changes etc.

SEND and Gang Activity

Within Safeguarding training, staff are made aware of the vulnerability of pupils with SEND and to be alert to signs, verbal comments, behavioural changes etc.

SEND and E-Safety/ICT/Computing

All class teachers are trained in safeguarding and E-Safety. They are charged with delivering E-Safety to their classes. Staff are alert to SEND and vulnerable pupils through their Safeguarding and E-Safety training. Parents are specifically involved with ESafety of SEND pupils.

SEND and Private Fostering

Staff are aware of the requirements to report private fostering and the need to be alert to SEND pupils who are privately fostered.

SEND and Looked After Children

Every child who is looked after by the local authority has a PEP (Personal Education Plan). These are updated twice a year. Review meetings are attended by the LLI and/or the Head of School.

SEND and Safeguarding

Under safeguarding training, staff are trained to be extra vigilant and alert to the needs of pupils with SEND.

SECTION 10

Supporting Pupils and Families

Parents can find information about how the Local Authority seek to support families via the school website or by following the links: <http://moderngov.barking-dagenham.gov.uk/documents/s92444/6a%20SEND%20Strategy%20-%20Appendix.pdf>
<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

The Federation publishes, on the school websites, the local offer for parents/carers informing them about the types of provision in place and the progress that children make in our school.

The Federation works with a variety of external agencies to ensure children and families receive the support they need. (See appendix...)

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 11

Supporting Pupils at School with Medical Conditions

The Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

SECTION 12

Admissions:

The Federation agrees with and abides by the Code of Practice with regard to admissions of pupils with SEND.

“The UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people”.

(SEND Code of Practice 2014, P.25)

“Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

(SEND Code of Practice 2014, P.26)

“The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.”

SECTION 13

Roles and Responsibilities:

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs and disability
- Ensure that where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with special educational needs; consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- report to parents/carers on the implementation of the school’s policy for children with special educational needs in the school profile and the school’s prospectus; and
- in the school prospectus including the name of the person responsible for coordinating SEND provision in the school.
- ensure, in the case of disability, it does not treat a child less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply
- ensure that it can justify all its treatments and actions

The governors play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEND policy;
- they are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process;
- the quality of SEND provision is continually monitored;

Role of the Leader of Learning for Inclusion

- day to day implementation and operation of the SEND policy;
- monitoring the effectiveness of the SEND policy;
- providing advice to staff, supporting, encouraging, liaising with them and where necessary the completion of Specific Education Plans;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Making classroom observations and monitoring progress
- Meeting with teaching staff once a term to plan and review
- Meeting with staff when difficulties occur that need prompt resolution
- Arranging for individual review meetings and those for EHC Plans
- Attending review meetings and other meetings relating to children with Special Educational Needs and Disabilities
- Planning and reviewing Specific Education Plans (SEPs)
- Overseeing and maintaining specific resources for special educational needs and disabilities;
- Maintaining records and distributing copies to the appropriate people
- Taking part in pupil progress reviews
- Liaising with outside agencies;
- Assessing, Leading and contributing to the continuing professional development (CPD) of staff in the area of SEND;
- Promote the sharing of ideas between staff
- Liaising with the Head of School
- Leading and line managing support staff
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the Governing Body designated responsible person;
- Developing links with the SEND governor
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs and Disabilities.

Role of the Head of School

- Support and liaise with the LLI
- Discuss and agree the provision map
- Provide non-contact time for reviews and other meetings
- Line manages the LLI

Role of the Class Teacher

- Meet with the LLI for class and individual reviews
- Attend individual reviews
- Inform the LLI of any difficulties that have arisen since the last review, that require prompt resolution. Do not wait for the next review if there is a concern
- Inform the LLI of any action that needs to be taken e.g. referrals to S&L

- Implement specific education plans
- Provide input into the writing of SEPs
- Implement Group Action Plans (G.E.Ps)
- Write G.E.Ps with the LLI support
- Plan for support staff
- Timetable support staff's time where necessary
- Implement programmes provided by outside agencies
- Assess and monitor the progress of all children in the class
- Predict children's attainment and progress
- Set targets for attainment and progress
- Liaise with parents
- Identify the needs of individuals or groups of children through key stage assessments and target setting for the class

Role of Support Staff

- Provide appropriate support for individuals and groups
- Follow the plans provided by the teacher
- Adapt and improve plans where appropriate
- Follow programmes set by the school or outside agencies
- Follow timetables that may be set by the teacher
- Maintain any records set by the teacher for individuals or groups
- Be aware of S.E.P and G.E.P targets and of working towards them
- Prepare for and attend reviews where appropriate

SECTION 14

MONITORING AND EVALUATING THE SUCCESS OF SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The LLI will report annually to the Governing Body on the success of the policy and, to facilitate this, specific objectives have been identified, which are given under 'The SEND aims of the school', at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Staff
- Parents
- Pupils
- External professionals.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- assessment data, including formal assessments and evidence from AfL

- consideration of each pupil's success in meeting SEP targets
- evidence generated from SEP review meetings.
- evidence generated through the annual SEND audit

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENCo at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEN
- Any child's SEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
SEPs are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by SATs, APP, P-scales and PIVATs
- Numbers of children who move between different bands of the graduated response – including the number who are removed from the Special Needs List.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

The SENCO (LLI):

- observes the Intervention Team to monitor the quality of intervention teaching available. Feedback is given and follow-up observations are used where teaching is considered to 'Require Improvement'
- line manages the Intervention Team Teaching Assistants through appraisal target setting and review
- attends School Improvement Team meetings weekly to discuss issues arising and to enable whole-school planning for provision
- uses a working group of parents to seek opinion and discussion around the school's policy and practice surrounding pupils with SEND
- meets with the Head of School at least fortnightly to discuss individual pupils and families for whom further action is required
- monitors the planning for (including weekly plans and SEPs) and scrutinises the books of children who are in receipt of additional provision
- agrees all SEP targets, including strategies and provision, before these are finalised
- monitors books and planning to check SEP targets are being taught

The Heads of Schools

- Monitors the work of the LLI
- Compares progress and attainment of all pupils
- Holds the LLI to account through appraisal target setting and review
- Ensures that a termly report is given to the Governing Body
- Feedbacks to the Governing Body on the annual audit of SEN

Success of the policy:

- Monitoring demonstrates that the needs of children are provided for and that progress is made
- Monitoring demonstrates that pupils at particular risk e.g. SEND children, children in care, minority ethnic children, travellers, young carers, those from families under stress, are well provided for and supported

Evaluating Effectiveness for children with SEND:

- It is vital that the support and intervention that is implemented for children who have Special Educational Needs and Disability has a positive impact on their progress and enables accelerated progress wherever possible. To track the progress of SEND pupils who are receiving support, the termly 'Progress Meetings specifically identifies the children in each year group so they can be tracked and compared to the progress of their peers. This is analysed following each formal assessment by the class teachers and teaching, support and interventions are assessed and amended where necessary.
- In addition to this tracking, the school has a 'Target Pupil System', which involves key pupils, including those with SEND being tracked individually for each area of learning, looking at their progress and assessing the interventions and support areas they are receiving. These meetings take place between the Class teachers, LLI and Head of School.
- At the end of each academic year, all pupils as well as key groups of pupils which includes children with SEND are analysed in our 'End of Year Data grid.' This enables teachers to assess the progress of any groups of children over the last academic year and compare it with the progress of peers, the expected progress and the progress of similar children nationally. This is used to inform planning and provision for the next class teacher for the pupils and this is discussed at out end of year 'handover meetings between class teachers.
- All of the strategies above that enable the schools to track the progress of the children also help to inform the review meetings with parents/carers so they can be given an accurate measure of their child's progress and attainment.

SECTION 15

Training and Resources:

The core training related to SEND is provided for and by the whole school LLI. A range of training is undertaken each year. The Federation purchases services of the Local Authority and NHS such as Speech and Language, Educational Psychology, CAMHS, and from the Diocese for counselling.

Governors will allocate annual funds to meet the needs of pupils with special educational needs. When a child requires a greater sum than the agreed allocation to meet their needs, the SENCO will request assessment by the local authority for an EHCP.

The Intervention Team are a highly trained team of teachers and TAs who deliver intervention across the school. They maintain high standards of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENCO but are stored throughout school. The SENCO manages the budget allocated by the governors for SEND consumables and for the Intervention Team.

SECTION 16

Storing and Managing Information

The SENCO will hold central records relating to pupils with SEND. This will include copies of all SEPs, EHCPs, CAFs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room. The class teacher will have an SEND folder with copies of SEPs and recent advice from external agencies. These records will be kept in a file that is stored out of sight i.e. in a cupboard or drawer.

SECTION 17

Local Authority (LA):

AS well as the Federation's offer to support SEND, the LA also publish a 'Local Offer@' that details support and resources provided by them. The link to the Barking and Dagenham 'Local Offer' can be found on the Local Authority website:

<http://www.lbbd.gov.uk/ChildrenAndYoungPeople/SEN/Pages/Home.aspx>

SECTION 18

Reviewing this policy:

This policy is reviewed annually by the Leader of Learning for Inclusion with the input of stakeholders.

SECTION 19

Accessibility:

Please see the separate policy.

SECTION 20

Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

SECTION 21

Useful Contacts, information and weblinks for parents/carers:

Special Educational Needs Assessment and Review Team

Roycraft House
15, Linton Road
Barking
IG11 8HE

0208 227 2415

Department for Education – Guidance on SEN

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Afasic – Family Advice

This is a parent-led organisation that helps children and young people with speech and language impairments and their families. Provides information and training for parents and progressions and produces a range of publications.

<http://www.afasic.org.uk/>

Action Hearing Loss

Helps deaf and hard-of-hearing people in the United Kingdom

Link: Action on Hearing Loss

<http://www.actiononhearingloss.org.uk/>

National Deaf Children's Society

Is an organisation of families, parents and carers, providing emotional and practical support.

Link: National Deaf Children's Society

<http://www.ndcs.org.uk/>

Royal National Institute for the Blind

Helps blind and partially sighted people in the United Kingdom.

Link: Royal National Institute for the Blind

<http://www.rnib.org.uk>

Scope

Is a disability organisation in England and Wales whose focus is people with cerebral palsy. Scope's aim is that disabled people achieve equality: a society in which they are as valued, and have the same human and civil rights, as everyone else. Link: Scope
<http://www.scope.org.uk/>

Advisory Centre for Education

Is an independent registered charity. It offers telephone advice and information about state education in England and Wales for parents of school-age children, including special educational needs.

Link: Advisory Centre for Education

<http://www.ace-ed.org.uk/>

PACT

'Parents of Autistic Children Together'. A voluntary organisation aiming to support the needs of families and carers.

<http://www.pact-uk.org.uk>

ICAN

Children's Communication Charity. There are a range of services providing advice on speech, language and communication.

<http://www.ican.org.uk>

IPSEA A national charity providing free legally based advice to parents with SEN children.

<http://www.ipsea.org.uk>

The Communication Trust Group of approximately 50 voluntary and community organisations with expertise in language and communication.

<http://www.thecommunicationtrust.org.uk>

Date: July 2016

Review date: Summer 2017

**Hard Federation of St. Joseph's Catholic Primary Schools
Special educational Needs and Disability Policy**

Ratified by the Governing Body on: July 14th 2016

Date of next review: Summer 2017

Name of Chair of Governors: Father Stephen Myers

Signed by Chair of Governors:

Appendix A

These are the previous areas identified under SEN. It is a three year transition to the new EHC Plans and so these definitions may still be in use and are for reference.

Area of special educational need	What this means
Specific Learning Difficulty (SpLD)	Children and young people in this category have problems with particular areas of learning rather than general or ‘global’ difficulties; for example, a child may be very articulate and show good understanding verbally, but be unable to reflect this in how and what he writes. There are often associated difficulties with short-term memory, coordination and organisation. It is important to remember that children and young people with specific learning difficulties cover the whole ability range and there is a wide variation in the severity of their difficulties. Included in this group of difficulties are Dyslexia, Dyscalculia and Dyspraxia
Moderate Learning Difficulty (MLD)	Children and young people with moderate learning difficulties (sometimes referred to as having global difficulties) have much greater difficulty than their peers in acquiring basic skills and understanding new concepts. Their attainments will be significantly below the expected bands in most subjects, despite having been given appropriate support . They may also have associated problems with speech and language, low bands of concentration and under-developed social skills.
Severe Learning Difficulty (SLD)	Children with severe learning difficulties have more significant cognitive impairment than those with MLD , although the distinction can be difficult to determine. They need support in all areas of the curriculum and often in areas of self-care and social skills as well.
Profound and Multiple	These are children and young people with complex

Learning Difficulty (PMLD)	learning needs and they are likely to have more than one severe disability , for example they may have severe learning difficulties, a profound SENDsory loss and challenging behaviour. They require a high level of adult support, which may include medical and therapy staff. Their multiple difficulties often make it problematic to properly assess their learning potential. Children and young people with these complex difficulties require SENDsory stimulation and a curriculum that is broken down into very small steps: they are usually taught in a specialist setting.
<u>Social, Emotional and Mental Health Difficulties</u>	The New SEND Code of Practice, (paragraph 6:32) describes SEMHD as: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Speech, Language and Communication Needs (SLCN)	<p>Children and young people with SLCN experience varying degrees of regular breakdown in communication.</p> <p>Difficulties can be experienced with:</p> <ul style="list-style-type: none"> • speech – clarity and fluency of speech • expressive language – vocabulary and combining words to make SENDtences and longer sequences of language • receptive language – understanding words, SENDtences, narratives, etc. • functional and social use of language – using language and understanding verbal and non-verbal rules of communication. <p>These needs are often, but not always, associated with other areas of learning difficulties.</p>
Autistic Spectrum Disorder (ASD)	<p>Some pupils with complex social and communication needs will have a diagnosis of autism, autistic spectrum disorder, atypical autism, pervasive developmental disorder or Asperger syndrome.</p> <p>The autistic spectrum refers to a continuum (mild to severe) of characteristics or needs with key deficits in three of the areas of development which collectively may have a detrimental impact on an individual's living, learning and working. These areas include difficulties with social interaction relationships and play, social communication</p>

	<p>and understanding and rigid and inflexible thinking leading to rigid play or work patterns. They are sometimes referred to as the Triad of Impairments (Wing, L. & Gould, J. 1979). An individual will have an uneven developmental profile and impairment in all three of these areas in order to be considered to have an autistic spectrum disorder / CSCN. Other difficulties that may be observed relate to motor coordination, sequencing, planning and organisational difficulties, unusual responses to SENDsory experiences and preferred or obsessional interests. Individuals may have a range of learning abilities from being gifted and talented to having profound learning difficulties.</p>
Visual Impairment (VI)	<p>Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Legal blindness (which is actually a severe visual impairment) refers to a best-corrected central vision of 20/200 or worse in the better eye or a visual acuity of better than 20/200 but with a visual field no greater than 20° (e.g., side vision that is so reduced that it appears as if the person is looking through a tunnel)</p>
Hearing Impairment (HI) and/or deafness	<p>Hearing Impairment is a permanent hearing loss or a decrease in hearing that is so significant it negatively affects a child's performance in school or ability to learn. Deafness is an inability to hear.</p>
Multi-Sensory Impairment (MSI)	<p>There is a wide spectrum of sensory, multi- sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser bands of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require a low level of intervention and support but others may lead to more complex learning and social needs; a few children will have multi- sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.</p>
Physical Disability (PD)	<p>This category of SEND applies to those pupils with a physical difficulty that requires special education provision to be made for them.</p>

Appendix B	Attention	EAL	ASD	Speech and Language	Cognitive And Learning	Hearing	Visual	Emotional and Behavioural	Social	Communication and Interaction	Sensory and Physical
EYFS	Talk Partners TA support Visual Cues VAK Reward systems Individual talk Paired talk Small group talk	Visual Cues Labelled classroom Key Vocabulary Dual dictionary Scaffolded sentences Instant support strategies as per the school EAL tips Tips for	Circle time Blue tac/stress ball Clear timetable Listening partner Individual work station (inside or outside of the classroom) Focus	Modelling Drama Differentiated questioning Visual cues Small group work Say sentence before write it Partnersh	High frequency word games Phonics support PIVATS	Visual cues Visual timetable Hand gestures Seating arrangements Focus group Hearing aid	Seating arrangement	Circle Time Role play Seating arrangements Quiet area/space Individual behaviour/reward chart Dojo points Very specific	Circle time Class rules Seating arrangements/grouping Traffic lights Games/turn taking	In class support	Tenergy and brain gym Large motor skill practice

	Sitting at the front Focus group	teaching EAL – see school Tips	group	ip with parents Focus group Mr. Tongue S&L therapist				targets Visual target drawings and diagrams			
Year 1	Talk Partners TA support Visual Cues VAK Reward systems Talk Partners	Visual Cues Labelled Classroom Key Vocabulary Dual dictionary Scaffolded sentences	Circle time Blue tac/stress ball Clear timetable Listening partner Individual	Modelling Drama Differentiated questioning Visual cues Small group	Smaller groups for activities TA or teacher led Smaller groups for activities TA or teacher	Visual cues Visual timetable Hand gestures Seating arrangements Focus group	Seating arrangement Prop board Listening environment tips	Circle Time Role play Seating arrangements Quiet area/space Individual behaviour	Circle time Class rules Seating arrangements/grouping Traffic lights Games/tu	In class support	Tenergy and brain gym Large motor skill practice

	TA support Visual Cues VAK Reward systems Individual talk Paired talk Small group talk Sitting at the front Focus group	Instant support strategies as per the school EAL tips Tips for teaching EAL – see school Tips	work station (inside or outside of the classroom) Focus group	work Say sentence before write it Partnership with parents Focus group S&L therapist	led High frequency word games Phonics support Small steps and specific targets ICT skills support Multi sensory spelling practice groups Individual reading practice	Hearing aid		r/reward chart Dojo points Very specific targets Visual target drawings and diagrams GLE emotional Literacy	rn taking		
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					Additional reading practice							
					Memory skills training							
					VAK							
					Questioni ng							
					ELS Speech Therapist							
					Intensive reading program me							
					Paired reading with Year 5							

					15 minutes a day						
					Making Maths Magic						
					PIVATS						
					THRASS						
Year 2	Talk Partners TA support Visual Cues VAK Reward systems Individual talk	Visual Cues Labelled classroom Key Vocabulary Dual dictionary Scaffolded sentences	Circle time Blue tac/stress ball Clear timetable Listening partner Individual work	Modelling Drama Differentiated questioning Visual cues Small group	Smaller groups for activities TA or teacher led High frequency word games Phonics	Visual cues Visual timetable Hand gestures Seating arrangements Focus group	Seating arrangement Seating arrangement Prop board Listening environment tips	Circle Time Role play Seating arrangements Quiet area/space Individual behaviour	Circle time Class rules Seating arrangements/grouping Traffic lights Games/tu	In class support In class support	Tenergy and brain gym Large motor skill practice handwriting, physical skills

	<p>Paired talk</p> <p>Small group talk</p> <p>Sitting at the front</p> <p>Focus group</p>	<p>Instant support strategies as per the school EAL tips Tips for teaching EAL – see school Tips</p>	<p>station (inside or outside of the classroom)</p> <p>Focus group</p>	<p>work</p> <p>Say sentence before write it</p> <p>Partnership with parents</p> <p>Focus group</p> <p>S&L therapist</p>	<p>support</p> <p>Small steps and specific targets</p> <p>Focus group</p> <p>ICT skills support</p> <p>Multi sensory spelling practice groups</p> <p>Individual reading practice</p> <p>Additional reading practice</p> <p>Memory</p>	<p>Hearing aid</p>	<p>r/reward chart</p> <p>Dojo points</p> <p>Very specific targets</p> <p>Visual target drawings and diagrams</p> <p>Anger management sessions</p> <p>Art therapy</p> <p>Developing self-esteem sessions</p>	<p>rn taking</p>		
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				skills training			Raising confidence sessions			
				Spelling group			Developing independence sessions			
				Sharp target focus			GLE emotional Literacy			
				VAK						
				Afl strategies and fans						
				Questioning ELS Speech Therapist						
				Intensive reading programme						
				Paired						

					reading with Year 5 Making Maths Magic Numbers count First class at number Spelling made easy THRASS						
Year 3	Talk Partners TA support	Visual Cues Labelled classroom	Circle time Blue tac/stress	Modelling Drama	Smaller groups for activities TA or	Visual cues Visual timetable	Seating arrangement Prop board	Circle Time Role play	Circle time Class rules	In class support	Tenergy and brain gym Large

	Visual Cues VAK Reward systems Individual talk Paired talk Small group talk Sitting at the front Focus group	Key Vocabulary Dual dictionary Scaffolded sentences Instant support strategies as per the school EAL tips for teaching EAL – see school Tips	ball Clear timetable Listening partner Individual work station (inside or outside of the classroom) Focus group	Differentiated questioning Visual cues Small group work Say sentence before write it Partnership with parents Focus group S&L therapist	teacher led Booster groups Small steps and specific targets Focus group ICT skills support Multi sensory spelling practice groups Individual reading practice	Hand gestures Seating arrangements Focus group Hearing aid	Listening environment tips	Seating arrangements Quiet area/space Individual behaviour/reward chart Dojo points Very specific targets Visual target drawings and diagrams Individual counsellor	Seating arrangements/grouping Traffic lights Games/turning taking Social skills group outside of classroom		motor skill practice Keyboard skills training group Additional handwriting practice Physical skills Use of acorn processor
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				<p>Additional reading practice</p> <p>Memory skills training</p> <p>In class support for extended writing task</p> <p>Spelling group</p> <p>Sharp target focus</p> <p>VAK</p> <p>Afl strategies</p>		<p>ng</p> <p>Anger management sessions</p> <p>Art therapy</p> <p>Developing self-esteem sessions</p> <p>Raising confidence sessions</p> <p>Developing independence sessions</p> <p>GLE emotiona</p>			
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					<p>and fans</p> <p>Questioning EL Speech Therapist</p> <p>Intensive reading program me</p> <p>Paired reading with Year 5</p> <p>Springboard 3</p> <p>Direct Speech</p> <p>ALS</p> <p>Breakaway Maths</p>			<p>l Literacy</p> <p>HeartMath</p>			
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					First class at number						
					Spelling Made easy						
					PIVATS						
					THRASS						
Year 4	Talk Partners TA support Visual Cues VAK Reward systems	Visual Cues Labelled classroom Key Vocabulary Dual dictionary Scaffolding	Circle time Blue tac/stress ball Clear timetable Listening partner	Modelling Drama Differentiated questioning Visual cues	Smaller groups for activities TA or teacher led Booster groups Small	Visual cues Visual timetable Hand gestures Seating arrangements	Seating arrangement Prop board Listening environment tips	Circle Time Role play Seating arrangements Quiet area/space	Circle time Class rules Seating arrangements/grouping Traffic	In class support	Tenergy and brain gym Large motor skill practice Keyboard skills training

	Individual talk	d sentence s Instant support strategies as per the school EAL tips Tips for teaching EAL – see school Tips	Individual work station (inside or outside of the classroom)	Small group work Say sentence before write it Partnership with parents Focus group S&L therapist	step and specific targets Focus group ICT skills support In class support for extended writing task Spelling group Sharp target focus Additional reading practice	Focus group Hearing aid		Individual behaviour/reward chart Dojo points Very specific targets Visual target drawings and diagrams Individual counselling Anger management sessions Art	lights Games/turn taking Social skills group outside of classroom	group Additional handwriting practice Physical skills Use of acorn processor
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					Memory skills training			therapy			
					VAK			Developing self-esteem sessions			
					Afl strategies and fans			Raising confidence sessions			
					Questioning			Developing independence sessions			
					Springboard 4			GLE emotional Literacy			
					Direct Speech			HeartMath			
					First Class at Number						
					Spelling Made easy						
Year 5	Talk	Visual	Circle	Modelling	Smaller	Visual	Seating	Circle	Circle	In class	Tenergy

	Partners	Cues	time	Drama	groups for	cues	arrangement	Time Role	time	support	and brain
	TA support	Labelled classroom	Blue tac/stress ball	Differentiated questioning	TA or teacher led	Visual timetable	Prop board	play	Class rules		gym
	Visual Cues	Key Vocabulary			Booster groups	Hand gestures	Listening environment tips	Seating arrangements	Seating arrangements/grouping		Large motor skill practice
	VAK	Dual dictionary	Clear timetable	Visual cues							Keyboard skills training group
	Reward systems	Scaffolded sentences	Listening partner	Small group work	Small steps and specific targets	Seating arrangements		Quiet area/space	Traffic lights		
	Individual talk	Instant support strategies as per the school EAL tips	Individual work station (inside or outside of the classroom)	Say sentence before write it	Focus group	Focus group		Individual behaviour/reward chart	Games/turn taking		Additional handwriting practice
	Paired talk	Tips for teaching			ICT skills support	Hearing aid			Social skills group outside of classroom		Physical skills
	Small group talk	EAL – see school Tips		Partnership with parents				Dojo points			Use of acorn processor
	Sitting at the front		Focus group		In class support for extended writing task			Very specific targets			
	Focus group			Focus group				Visual target drawings and			

				S&L therapist	Spelling group			diagrams			
					Sharp target focus			Individual counselling			
					VAK			Anger management sessions			
					Afl strategies and fans			Art therapy			
					Questioning			Developing self-esteem sessions			
					1-1 tuition in Maths and English			Raising confidence sessions			
					Handwriting support			Developing independence			

					FLS Web Spiders (Reading) Springboard 5 Additional Grammar Spelling Made Easy			sessions GLE emotional Literacy HeartMath			
Year 6	Talk Partners TA support Visual Cues VAK Reward	Visual Cues Labelled classroom Key Vocabulary Dual dictionary	Circle time Blue tac/stress ball Clear timetable Listening	Modelling Drama Differentiated questioning Visual	Smaller groups for activities TA or teacher led Booster groups	Visual cues Visual timetable Hand gestures Seating arrangement	Seating arrangement Prop board Listening environment tips	Circle Time Role play Seating arrangements Quiet area/spac	Circle time Class rules Seating arrangements/grouping	In class support	Tenergy and brain gym Large motor skill practice Keyboard skills

	systems	Scaffolded sentences	partner	cues	Small steps and specific targets	ents		e	Traffic lights		training group
	Individual talk	Instant support strategies	Individual work station	Small group work		Focus group		Individual behaviour/reward chart	Games/turn taking		Additional handwriting practice
	Paired talk	as per the school EAL tips	(inside or outside of the classroom)	Say sentence before write it		Focus group ICT aid		Dojo points	Social skills group outside of classroom		Physical skills
	Small group talk	Tips for teaching						Very specific targets			Use of acorn processor
	Sitting at the front	EAL – see school Tips	Focus group	Partnership with parents	In class support for extended writing task			Visual target drawings and diagrams			
	Focus group			Focus group	Spelling group			Individual counselling			
				S&L therapist	Sharp target focus			Anger management sessions			
					VAK						
					Afl strategies						

					<p>and fans</p> <p>Questioning</p> <p>1-1 tuition in Maths and English</p> <p>2 Hand writing support</p> <p>Springboard 6</p> <p>Gang support</p> <p>Additional Grammar</p> <p>Spelling Made Easy</p>			<p>Art therapy</p> <p>Developing self-esteem sessions</p> <p>Raising confidence sessions</p> <p>Developing independence sessions</p> <p>GLE emotional Literacy</p> <p>HeartMath</p>			
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Appendix C Specific Education Plan

Appendix D – The Intervention Team

- **X full time Level 2 TAs**

Appendix E – In School Assessments

Assessment	May be Used By	Purpose
British Picture Vocabulary Scale (BPVS)	LLI, SEND TA	Demonstrates children's understanding of language
Phonological Assessment Battery (PhAB)	LLI, SEND TA	Indicates difficulties in processing and phonological awareness
Working Memory Test	LLI, SEND TA	Indicates where children may have difficulty retaining information, remembering and using it
York Assessment of Reading (YARC)	LLI, SEND TA	Assesses children's understanding of phonic sounds, their reading pace, accuracy and speed. This test also checks children's understanding in reading
PERA	LLI	Assesses children's phonological awareness, reading accuracy and reading comprehension
ELKAN Tests: <ul style="list-style-type: none"> • Information Carrying Words • Vocabulary • Blank Level 	LLI, TAs	<ul style="list-style-type: none"> • Assesses children's ability to understand and process key words in sentences • Understanding of vocabulary • Understanding of whole sentences
Sandwell Test	LLI, Numbers Count Teacher, SEND TA	Assesses children's mathematical understanding focusing on counting, place value, calculation and vocabulary
Single Word Spelling Test (SWST)	Class Teacher/TA administers and SENCO analyses the data	Administered at the beginning of September and the end of the year.

Appendix F – Common Assessment Framework Procedures

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, a Common Assessment should be undertaken following the process:

1. LLI meets with parents to complete the CAF form. This constitutes as assessment based on information about the whole child/family.
2. LLI and parent/carer meet appropriate agencies to engage
3. LLI completes the CAF form seeking input from staff where necessary
4. Parents/carer the CAF to ensure accuracy
5. LLI logs the CAF with the Central CAF Team
6. LLI sends the CAF to all identified external agencies
7. LLI calls a Team Around the Child (TAC) or Team Around the Family (TAF) meeting, inviting parents/carers and all agencies engaged with the family OR LLI takes the CAF to a Locality Assessment and Referral Meeting (LARM) to discuss more complex needs.
8. Agencies engage
9. LLI holds half termly TAC or TAF meetings with families and agencies

Appendix G – External Agencies

Speech and Language Therapy	concerns around speech and communication & interaction
Social Services	support for families
Family Worker/Locality Team	Support for families
Specialist Teaching Service	for educational advice and strategies to support including managing behaviour
Educational Psychologist	assessing children and providing strategies for support – educational and managing behaviour
CAMHS) Children and Adolescent Mental Health Service	providing counselling and support for pupils with emotional and mental health difficulties
Rainbows	Diocesan bereavement Service
Brentwood Catholic Children’s Society Counselling	
Visual Impairment	