



St. Mary Abbots School

Special Educational Needs & Disabilities (SEND) Policy

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Introduction

This policy outlines the St Mary Abbots Special Education Needs and Disability (SEND) Policy. It has been developed in accordance with the Special Educational Needs and Disability Act (2001) and Special Educational Needs and Disabilities Code of Practice (2014). This provides a positive framework for inclusion in a mainstream education for children with special educational needs, enabling more children with special educational needs to be included successfully within mainstream education. The policy describes how St Mary Abbots will respond to the requirements of the Code in order to most effectively meet children's special educational needs, allow for a focus on inclusive practice.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.” (Code of practice 6.1)

At St Mary Abbots we take all the steps we can to meet every child's needs, regardless of their educational needs. We seek, wherever possible, to remove the barriers to learning and participation that exclude children with Special Educational Needs, and to engender a sense of community, encouraging children, parents and staff to support each other. This partnership aims to assure parents and carers that the school has their child's best interest and welfare at heart.

This policy is reviewed on an annual basis or as circumstances require. It reflects the consensus of opinion of the teaching and non-teaching staff and has the support of the Governing Body.

Our Aims and Objectives:

- All teachers are teachers of pupils with SEND and the teaching should encompass quality first teaching and planning.
- Identification of children with SEND takes place at the earliest possible stage.
- All members of staff have high aspirations and expectations for children with SEND.
- Children with SEND develop confidence and recognise value in their own contributions to their learning.
- Children feel valued and supported within the school community, and have a positive self-image.
- Children and parents express their views and are involved in setting and evaluating personal learning goals and outcomes.
- The school will inform parents when they are making special education provision for a child and when they wish to consult other agencies offering support. Parents are informed of their child's special needs and are given all information, advice and support when assessments and decisions on special provision are occurring.
- SEND training needs are identified and provided for teachers and support staff in order to develop expertise.
- Appropriate access arrangements mean all children participate as fully as possible in all school activities so long as their needs can be met.

Defining Special Educational Needs

A Special Educational Need is defined as:

'A child or young person has SEND 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 (Code of Practice xiii)*
- *Is under compulsory school age and has special educational needs (if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them). (Code of Practice xvi)*

It may be the case that some children have a Special Educational Need for a short part of their school career, whilst for others it may be long term. Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

The 4 areas of Special Need as identified by the Code of Practice

Children's needs may fall within one or more of these broad areas:

Communication and interaction

- Speech and language difficulties
- Difficulty with social rules of communication
- Autistic Spectrum Disorder (ASD)
- Developmental Language Disorder (DLD)

Cognition and learning

- Learning difficulties where children learn at a slower pace than their peers
- Including moderate learning difficulties (MLD), severe learning difficulties (SLD), Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Withdrawn or isolated, challenging, disruptive or disturbing behaviours which may reflect underlying mental health difficulties e.g. anxiety or depression
- Disorders such as ADHD (attention deficit hyperactive disorder)
- Attachment disorders

Sensory and/or physical needs

- Children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI)
- A physical disability (PD) requiring additional ongoing support and equipment

Identification of Special Educational Needs

St Mary Abbots will regularly assess the progress and attainment of children, including attainment on entry to school.

Identification is supported by:

- Ongoing class teacher assessment
- Observations of behaviour by the SENDCo, Senior Leadership Team or external professionals
- Foundation Stage baseline and profiling
- SATS – KS1 and KS2 National Tests
- Termly assessments and progress data
- Parental consultations
- The child's views

This will identify pupils whose progress:

- Is significantly slower than that of their peers
- 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

Early identification is key to ensuring children achieve well and meet desired outcomes. Slow progress may be an indication of learning difficulties. This also includes progress in other areas such as wider development of social and emotional needs. Where staff feel a child has special educational needs, parents will be notified and further support and strategies will be implemented.

The LA provides detailed advice on the criteria for identification, along with suggested support that reflects and enlarges upon the Code of Practice in their document, Education, Health and Care Planning Pathway Guidelines for Educational Settings and Practitioners (Sep 2014).

The Register of Special Educational Needs

School Awareness

Before a child is entered onto the SEND register some concerns may have been raised. The child will be monitored, and information gathered. This stage is for the benefit of all the professionals involved within the school so that there is heightened awareness of their needs, and with the view that they may need intervention or to be put on the register at a later date.

School Intervention

"A child with SEND should be provided with interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies" SEND Code of Practice (2014).

The triggers for intervention are defined as:

- *Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness*
- *Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas*
- *Presents persistent emotional and/or social difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school*
- *Has sensory or physical needs, and continues to make little or no progress despite the provision of specialist equipment*
- *Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.*

If when reviewing a child's progress, it is felt that despite the concentrated support the child "continues to make little or no progress in specific areas over a long period," in those areas defined as triggers for intervention, then a request for external support services involvement may be made. The parents will be consulted, and the SENDCo would contact the different Education, Health or Welfare services. The involvement of specialists need not be limited only to children on the SEND Register.

Once a Special Educational need has been identified the following actions take place:

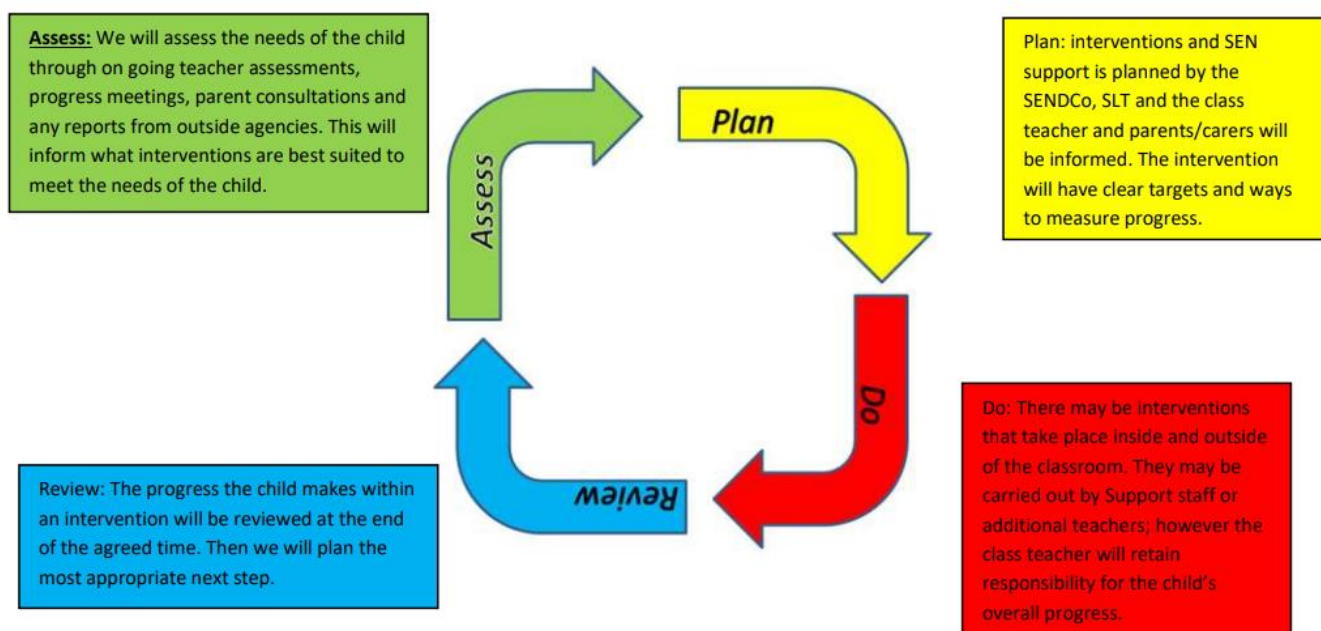
- Evidence is collected through work samples and observations
- A School/Family Consultation with parents is arranged
- A Learning Conversation takes place with the child
- Long term objectives, and strategies to meet them are identified
- Resources are allocated to support the objectives identified
- Short term SMART (Specific, Measurable, Achievable, Realistic, Time specific) targets and review dates are set
- The Local Authority (LA) SEND criteria are consulted
- The child is placed on the SEND Register
- Reviews are scheduled termly to fit in with formal assessments and parental consultations

SMART targets

Children with SEND have SMART (Specific, Measurable, Attainable, Realistic and Timely) targets that they are focusing on per term alongside a Personal Profile. These targets are made by the class teacher in consultation with the SENDCo. The targets are reviewed regularly and discussed with the parent/carer at termly consultation meetings. The Personal Profile and SMART targets will be reviewed each term, and the outcomes recorded. If a child has made significant progress the special educational provision can be ceased through joint agreement at a review meeting with the SENDCo.

SEND support

SEND support is a four-part cycle and this is used to gain a deep understanding of the child's needs and what support is effective in achieving good outcomes for the child.



Education and Health Care Plan (EHCP)

If a child demonstrates significant or long-term cause for concern, a school or parent may request the Local Authority (LA) to make a formal assessment for an Education and Health Care Plan.

The school provides written evidence of intervention, the views of the child and parents, and involvement of other professionals. The LA makes a decision based on the evidence within ten weeks and notifies both the parents and the school.

A child with an Education and Health Care Plan may have provision funded in accordance with the LA Local Offer. The EHCP will identify outcomes for intervention and outline objectives, provision and arrangements for monitoring progress. Non-Educational Needs will be agreed by the health and/ or social services. Funding will be based on the level of provision needed to meet the outcomes.

The School Offer outlines what intervention the school can provide. It will hold a review of the EHCP involving the parents and professionals concerned, to assess the continuing appropriateness of the Education and Health Care Plan and whether the needs of the child can still be met at the school. The outcome of this review is agreed with the parents and LA. A child may enter school in Reception with an Education and Health Care Plan already in place.

Record Keeping

Records are maintained centrally for every SEND Child by the SENDCo. These are available to class teachers as digital records and are made available to external agencies working with the child. They ensure that each child has their learning personalised to access a relevant and balanced curriculum tailored to his/her needs. Class teachers meet with the SENDCo termly to discuss the records for any child with SEND and to review targets. At the end of the academic year a transfer meeting is arranged between the current class teacher and the receiving teacher in order to discuss the individual personal profile for the coming year.

Involving parents and children

At St Mary Abbots, we believe that a close working relationship with parents and carers is vital in order to ensure that we have as comprehensive a knowledge of the whole pupil as possible in order to set appropriate outcomes and plan effective support. We believe that where parents are fully engaged in the process of supporting a child's special educational needs, children flourish. It is essential that parents attend parent consultations and arrange meetings with the class teacher and SENDCo to discuss their child's special educational needs. Parents have a huge part to play and we will always be available to discuss strategies for home support, as well as discuss and agree aspirations for children. Children's views are highly valued and we use a range of strategies to gain their views.

Admission Arrangements

Applications for a place at the school are based on the admission criteria stated in the school admissions policy which can be accessed online. Children with special educational needs, but without an Education and Health Care Plan, will be treated as other applicants and on the same criteria. Where a child has an Education and Health Care Plan naming a particular school, the school is legally required to admit that child. As such, children with an EHCP take automatic precedence over all other children. Discussion should take place between the school and the local education authority before the school is named in an Education and Health Care Plan. We have a duty to avoid any discrimination and would therefore only refuse on the grounds of the restrictions of the building, health and safety issues or incompatibility with the efficient education of other children.

Before children come to school we endeavour to;

- contact our feeder schools and collect information about their educational history and needs;
- discuss individual needs in more detail with the parents/carers;
- collect information about any educational support services who are involved with the child.

Once children arrive in school, we will;

- undertake a range of assessments to establish their strengths and areas of need;
- review any existing Individual Educational Plans in consultation with the child's parents/carers;
- discuss the placement of the child on the school's SEND register with parents/carers;
- make sure that information about children's SEND is passed on to appropriate school staff;
- give parents/carers information about appropriate services provided by the Local Authority.

Contingency/Interim Funding Short term:

Contingency funding is available in some circumstances for periods up to one year. This needs to be applied for through Royal Borough of Kensington and Chelsea and only applies to those pupils who reside in the Royal Borough of Kensington and Chelsea.

External Support Services

Some children require more specialised support. At this stage the class teacher, in consultation with the SENDCo, may decide that adequate progress has not been made and that the advice of outside agencies would be beneficial. The Educational Psychologist, Mental Health Support Team, Speech Therapist, Behaviour Support Team, Occupational Health or other professionals may be consulted at this point, and advice and guidance sought. Multi-agency working is essential to ensuring best possible outcomes for pupils. Where possible, outcome targets are always set in consultation with specialist professionals.

Roles and Responsibilities

The Governing Body should, in cooperation with the **Head teacher**:

Governors ensure that the school is following the statutory requirements. They:

- determine the school's general policy and approach to provision for children with SEND and maintain a general oversight of the provision for children with SEND.
- have a named governor with responsibility for SEND who will meet with the SENDCo to keep informed of SEND issues.
- appoint the statutory position of SEND coordinator.
- establish the appropriate funding and staffing arrangements;
- ensure the school website provides up to date information on SEND policy and Local Offer

The Head teacher

The Head teacher is responsible for monitoring and evaluating the progress of all pupils with the Senior Leadership Team and for making strategic decisions which will maximise their opportunity to learn.

- The Head teacher and the Governing Body will delegate the day to day implementation of this policy to the SENDCo
- The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through:
- Analysis of the whole-school pupil progress tracking system
- Maintenance and analysis of a whole-school provision map for vulnerable learners

- Pupil progress meetings
- Regular meetings with the SENDCo
- Discussions and consultations with pupils and parents/carers

The SEND Coordinator

The SEND Coordinator (“SENDCo”) is responsible for implementing the SEND policy in the school. Their key responsibilities are:

- Reviews and advises Governors on SEND policy
- Reports termly to the Governors
- Takes responsibility for the day to day implementation of the policy
- Maintains children’ records with current and cumulative information
- Provides the LA with details of Children with SEND
- Supports the LA in their audit of the School’s provision and adherence to the Code of Practice
- Monitors SEND practice within the school
- Liaises with external agencies to provide suitable support
- Maintains a commitment that staff are properly trained to meet individual needs and organises Continuing Professional Development to that end
- Informs members of the school community of any relevant issues
- Leads on the assessment for and maintenance of the SEND Register
- Supports class teachers towards early detection and assessment of children with SEND
- Supports staff in developing programmes of support
- Ensures that Individual Pupil Profiles are in place
- Timetables and monitors intervention for children with SEND
- Liaises with parents/carers
- Organises review meetings for children with an Education and Health Care Plan

Class Teachers:

- Responsible for the learning of all the children in their class including those with SEND
- Responsible for the early identification, assessment and monitoring of SEND children
- Develop attainable targets to encourage and promote self-esteem for SEND children and plan lessons and support accordingly
- Liaise with parents/carers and report on the child’s progress
- Arrange suitable transition to the next teacher and class
- Familiar with the Code of Practice

Teaching Assistants:

- May be asked to support individuals or groups with SEND
- Must be familiar with child’s IEPs and SMART targets
- If a Teaching Assistant is employed as part of an Education and Health Care Plan, they will work according to the strategies and targets outlined in the Education and Health Care Plan. That could be individually, in groups or in a class setting. They will be involved in the monitoring and recording of the child’s progress and take part in meetings where appropriate.

Learning Support Assistants:

Learning Support Assistants (LSA’s) support a child with an EHCP as directed by the class teacher in consultation with the SENDCo. They follow guidance from the EHCP document as well as other professionals. They work on the identified target outcomes using strategies and guidance to ensure inclusive practice. The LSA will feedback to the class teacher regularly. They will share observations through agreed means (conversations, diary etc.), attend review meetings with the child’s parents/carers and have the opportunity to read, write and

discuss all relevant reports with the class teacher or SENDCo.

Where it has been identified that a pupil is entitled to additional adult support, the school will provide the support through using a range of known adults. This means that a pupil will not necessarily have the same person working with them throughout the day, however will have continuous access and support from an adult as appropriate. Our rationale for this is to promote and develop pupil's independence and ability to work with others and to not be reliant upon one particular person. This is shared and explained to parents at all meetings regarding their child. All adult support and employment is reviewed on a regular basis, ensuring the best and highest quality of provision along with quality first teaching.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have a Personal Profile and SMART targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or individually with an adult outside of the classroom.

Facilities and resources

We aim to ensure that there are sufficient resources available for all SEND provision at St Mary Abbots. The LA provides a delegated budget through its School Offer which contains a sum of money allocated for SEND provision. This provides for resource purchases, learning support time, and Continuing Professional Development.

Transition Arrangements

Transitions into and out of our school is carefully planned for and carried out for all children. We are very mindful that transitions are a process and not an event. Vulnerable learners and children with SEND may need additional planning and provision to ensure transitions are calm, nurturing and purposeful. During these processes we work closely with colleagues in other settings.

When children start or leave the school, we will:

- Liaise with the feeder or receiving school
- Gather information about the child's educational history;
- Complete other transfer documentation as required.

Privacy Notice

The SEND privacy notice for RBKC can be found here:

<https://www.rbkc.gov.uk/data-protection/data-protection/privacy-notice-special-education-needs-and-disabilities-send-service>

Speech and Language Therapy Privacy Notice:

St Mary Abbots School receives fortnightly Speech and Language Therapy Support from Central London Community Health Care Trust (CLCH). As part of this support a Speech and

Language Therapist (SLT) will work with our staff to support Speech, Language and Communication (SLC) at a universal and lower targeted level. This can include a SLT working in classrooms to support staff create a communication supportive environment, training staff to run small group interventions by modelling activities and/or showing them how to complete SLC screens. For these universal and lower targeted activities, the SENCo will be responsible for monitoring your child's progress and storing any information about them. If school thinks your child needs more specific individualised support from the SLT, we will refer them to the CLCH service and they will seek your consent to work with them in school.

Review

The Headteacher and relevant staff will review this policy in the Autumn Term of 2023; any suggested amendments will be presented to the Governing Body for discussion.

Mrs Zara Shuttleworth

SENDCo

October 2022

Further Information about how we support children with special and additional needs can be found in the SEND Information Report on our website.

Source Documents

- Education Act (1996) Part IV: Special Educational Needs
- SEND and Disability Act 2001
- Inclusive Schooling – Children with SEND (2001)
- Removing Barriers to Achievement: The Government's Strategy for SEND (2004)
- Disability and Equality Act (2010)
- SEND Code of Practice 2014 (most recent update: May 2015)
- Children and Families Act (2014) Chapter 6