

ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL



SEND and INCLUSION Policy

Approved by:

Date:

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Our SEND and Inclusion Policy is very much a reflection of our Mission Statement. At St. Dominic's Catholic Primary School our Mission statement says;

In Jesus we love, learn, hope, trust and care.

We recognize individual differences, act to raise self-esteem and ensure equal access to the curriculum. We believe that every teacher is a teacher of every child or young person including those with SEND.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Andrew Armstrong and he is member of the Senior Leadership Team.

The SENCO role is a strategic one working with the senior leadership to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice ensure every child with SEND gets the personalised support that they need

The SENCO will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Liaise with parents of children with SEND
- Form links with other education settings and outside agencies;
- Liaise with designated teacher where a Looked after Child has SEND

4.2 The SEN governor

The SEND governor is Eileen Bryant

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Must ensure that there is a qualified teacher designated as SENCO
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

4.3 The Head teacher

The Head teacher, Deirdre Finan will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND support and any newly identified pupils with SEND.

4.4 Class teachers

Classroom and subject teachers are at the heart of the new SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Teaching Assistants

All TAs have an allocated line manager:

- TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

5. SEN information report

5.1 The kinds of SEND that are provided for (please see our Local Offer Statement)

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The definition of SEND is described in the **SEND Code of Practice** 2015 as follows:

- A child and young person has SEND if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

As a school we recognise these disabilities may refer to learning or physical impairment. We also recognise that extra provision may need to be made for the needs of gifted children. In addition, we recognise that children with social and emotional mental health (SEMH) are included in the definition of special education needs.

As a school we aim to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people and not just on hours of provision/support.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The class teacher or the SENCO will notify parents/carers if there are any concerns regarding their children. Initially this will be fairly informal. This will be formalised if the concern continues. Parents/Carers are encouraged to come into school to discuss concerns and targets. They are also involved in their children's support plan reviews and are given a copy of their support targets. They are expected and encouraged to take an active role in their children's learning. They are encouraged to work with their children at home, helping them to reach the targets set.

At every stage in the SEND process parents/carers work in partnership with the school and are an integral part of any success. Interpreters are provided for parents/carers whenever needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

- Transition plans are shared by professional in the Early Years settings to help children in the move from preschool to nursery and reception classes.
- Records of pupils from their previous school will be requested as soon as possible after their arrival. When the files are received, if the child has a SEND file, the SENCO and Class Teacher will be informed.
- When a child is transferring from our school to another school or secondary school all relevant information will be passed to the child's new school.
- All classes have a day or a few half days in the summer term with their new teacher in their new classroom.
- We have good links with local secondary schools and a programme of visits is set up every year whereby children from our school attend taster days. These visits allow the children to experience a secondary school environment. We also support parents by organising an accompanying parents on visits to prospective schools.
- SENCOs from secondary schools visit the children with SEND in our school and may organise visits for the children to go to their new school visit.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have very good links with local secondary school and carefully plan transitions for our pupils into Key Stage 3.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We regularly monitor the quality of teaching and learning through lesson observations, book looks, planning scrutiny and learning walks. We also monitor differentiation closely to ensure that all children can access the curriculum. We regularly set and review targets for staff to continuously improve the quality of teaching and learning. SLT, SENCO and class teachers conduct termly pupil progress meetings and use data to track and identify vulnerable pupils. SLT and SENCO offer support and guidance to help improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The Early Years Foundation stage is an integral part of the school and ensures early identification of any child with special needs. Within the Foundation stage procedures for Early Years SEND Support are followed. Practitioners who work with the child, along with the SENCO, will devise interventions that are additional to or different from those provided for children as part of the Early Years and Foundation stage setting.

At Early Years support the school will collect all known information about the child and seek additional information from parents/carers and other outside professionals (Speech and Language Therapy, Education Psychology Service, CAMHS/FIRST STEPS).

Close monitoring and up to date assessments are carried out in order that teachers can plan differentiated activities. All children, irrespective of emotional needs and physical or mental abilities, will fully access the social and academic curriculum and life of the school. Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff.

Pupils are also assessed each ½ term in Numeracy and Literacy to enable early identification of under achievement. Year 2 children take SATs at the end of key stage 1. In key Stage 1 and Foundation stage, pupils are assessed in letter and sound recognition and early writing. The levelling of children's writing, reading running records and the Foundation Stage Profile (Early Learning Goals) are used. At the end of Year 1 children are assessed through the government's phonic screening check. This measures a child's decoding skills against an age expected threshold. Those children who do not meet the threshold must re-take the test in Year 2. This process allows further opportunity to identify any child that is under achieving.

At Key Stage 2 (Y3, Y4 and Y5) Optional end of year SATs in Literacy and Numeracy, half term tests, writing samples, reading levels and teachers' assessment in Science are all used to identify pupil's underachievement and any learning difficulties. Writing samples and levelling of pupils' work are also used to assess progress and any difficulty, which might be causing staff concerns. Low scores will highlight concerns for SEND, if this has not already been identified.

5.7 Adaptations to the curriculum and learning environment

We offer a broad and balanced curriculum to all children with SEND and make appropriate special provision, whilst maintaining an inclusive approach.

Inclusion in education involves the process of increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools. It is a process whereby all children are educated in an age appropriate mainstream classroom in local schools with the support provided so that children, teachers and classrooms can be successful.

Inclusion involves the identification and minimising of barriers to learning and the maximising of resources to support learning participation.

The school has identified a number of priorities for developing inclusion. We want to provide curriculum opportunities for all pupils to succeed.

- to reduce the barriers to learning and participation of all students
- behaviour and anti-bullying policy is linked to curriculum development and learning support
- target setting and assessment encourages the achievement of all pupils
- student difference is used as a resource for teaching and learning
- to make our school building more accessible to all people

As a school we want each child to experience success in learning. The Early Learning Goals and the National curriculum, set out what most pupils should be taught but teachers teach children in ways that suit their abilities and learning styles. For those children whose attainments fall below the expected levels, provision is in place within each year group. If children are attaining above expected levels, teachers plan appropriately challenging work.

When planning, teachers take into account gender, race, pupils with SEND and pupils with disability.

In the classroom teachers respond to pupils' diverse needs by:

- creating an effective learning environment
- helping children to be self-motivated and to have sustained attention spans
- provide equality of opportunity through teaching approaches
- use appropriate assessments
- set targets for effective, successful learning
- when a child has a statement of educational needs the school works closely with agencies outside the school
- ensuring access to the curriculum and to assessment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We deploy teaching assistants in each class throughout the school. These TAs are trained to deliver interventions such as daily supported reading.

Teaching assistants will also be deployed to support pupils with an Education Health Care Plan on a 1:1 basis.

Teaching assistants will support pupils in small groups when they require additional support in literacy, numeracy and RE lesson.

5.9 Expertise and training of staff

Our SENCO, Andrew Armstrong has fifteen years' experience in this role and has worked as a class teacher and a reading recovery teacher.

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in autism, attachment theory, Makaton, PECS, Word Aware and Supported Reading.

We commission additional support each year from the Specialist Teacher team within Hackney Education.

5.10 SEND Support

At all stages the parents will be consulted and informed. The Head teacher will also be informed of all pupils on SEND Support and Educational Health Care Plans (EHCP). The school summary sheet is completed at the same time as the SEND support form. It is intended to provide basic information, which should be updated as necessary. Where parents/carers have not given their consent to intervention, or cannot be engaged, we will record parental/carer's views and attempts to engage them and pursue within the school support plan. Baseline information will include the child's strengths and learning style as well as areas of difficulty.

- The SEND support form will be completed when it is decided that it is necessary to provide additional strategies and resources.
- At this stage the child must have a support plan and should be receiving some small group support (in or out of class).
- Children at this stage will be monitored and reviewed each term with parents/carers. As much as possible pupils will be included in these meetings in order for them to express their own views.

- If school interventions have not resulted in progress, we then request consent to draw on input from outside agencies (recommendation are implemented and included in support plans).

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on outings and local visits with their classes.

All pupils are encouraged to take part in our annual sports day/MASSES/special workshops - [edit as appropriate].

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Education Health Care Plan procedures.

The needs of most children are met effectively under the SEND Support without statutory involvement of the local authority, Hackney Education.

Hackney Education will however, follow procedures for statutory assessment of EHCP for a child if a request is made by the parent/ carer, the school or an outside agency.

A child will not be considered for an EHCP if they do not meet the criteria.

Annual Review of EHCP

- Those invited to the annual review meeting should include:
 - A plan coordinator
 - The child's Parents / Carers
 - All education, health and social care professionals involved with the child
 - Teacher, SENCO, the Teaching Assistant/LSA or other persons who work with the child

From an Annual review there are three possible outcomes:

1. The EHCP continues

2. The EHCP is amended
3. The EHCP ceases

Supporting pupils and families through:

- Guide parents towards the LA local offer through a link on the school website.
- Provide a link directly to the schools SEND information report.
- Provide links via the school website with other agencies to support the family and pupils.

5.14 Admission Arrangements

Our school adheres to the relevant Diocese of Westminster policies and procedures.

We welcome all children who are in our local community, regardless of race, class, gender, ability and their special needs.

Under these procedures, children with an EHCP are admitted outside the usual criteria. The local authority will conduct a consultation to ensure that the school can meet the needs of the pupil. The child will not be refused a place because of their special educational needs.

A child with SEND, with or without an EHCP, will be treated as fairly as all other applicants for admission. Parents/carers who consider their child as having SEND will be given an opportunity to meet the SENCO to discuss the child's needs and how they will be met within the school.

We will encourage both parents/carers and children to visit our school as many times as necessary and advise us how their needs may be best met so that they have full access to the curriculum and the school facilities. Once a child's special needs have been identified the school commits itself to working with the Parents/Carers to secure the necessary

Our school Accessibility Plan is available on the school website.

5.15 Support for improving emotional and social development

St. Dominic's is a very caring and supportive environment. All children are made aware that they can speak to a number of different staff to discuss any concerns.

We are also fortunate enough to have three 'A-Space' art therapists who support children who may need some additional therapeutic input.

The WAMHS project is fully embedded in our school life. We also have a mental health support team.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Circle of Friends groups facilitated by specialist teachers to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.16 Working with other agencies

We work with a number of external agencies to support children in the school. These include, but are not limited to:

- Speech and language therapists (SaLT).
- Specialist teachers
- Educational psychologists
- Occupational therapists
- 'A-Space' Art therapist
- CAMHS clinicians
- FirstSteps
- ReEngagement Unit – Hackney Education
- Pediatricians
- Exclusions manager from Hackney Education

5.17 Complaints about SEN provision/ Contact details of support services for parents of pupils with SEN

Complaints about SEN provision in our school should be made to the relevant class teacher or our SENCO, Andrew Armstrong, in the first instance.

You may also like to speak with our Head teacher, Deirdre Finan.

If you are feel there has not been a swift resolution our school's complaints policy is available on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 The local authority local offer

Our local authority's local offer is published here:

[:https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page](https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page)

6. Monitoring arrangements

This policy and information report will be reviewed by Andrew Armstrong and Deirdre Finan **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to the following documents Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions Policy
- Safeguarding and Child Protection Policy