



St. Philomena's Catholic Primary School

Headteacher: Miss V Maher

SEND Policy
July 2022

Date of Policy	Signed	Position
July 2022	Veronica Maher	Headteacher
Monitoring	By	Date
Review	Full Governing Body	Autumn 2022
Uploaded to website	By	Date
This policy will be reviewed every two years by the full Governing Body		
Date of next review : Autumn 2024		

SEN Policy

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy has been created by the school's SENCo (Special Educational Needs Coordinator) with the SEN Governor, in liaison with the Senior Leadership Team (SLT) all staff and parents of pupils with SEN (Special Educational Needs & Disabilities), adopting the principles underpinning the new legislation and its emphasis on involving the views, wishes and feelings of parents (and if appropriate children) in all decision making.

This Policy was written in July 2022 in line with the special educational needs and disability code of practice: 0 to 25 years June 2014. It will be reviewed as Bromley LA releases updated information on procedures.

This SEN policy details how St Philomena's School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to come into contact with them.

The Special Needs Policy is closely linked to the ethos of the school and reflects the vision of the school, which aims to educate the whole child in the areas of spiritual, cultural, moral, mental, social and physical development.

We want all children to value themselves, to recognise their qualities and use their abilities to make a positive impact on their learning and on wider society as a whole as they mature into thoughtful, caring people with a mutual respect and tolerance of others.

School's Aim

St Philomena's School's aim is to create an environment which promotes all pupils working towards becoming resilient and independent learners, whilst at the same time recognising and responding to any identified additional need. The school has an embedded culture of high expectations, we believe that supporting children successfully for adulthood is a priority and that high aspirations are key to preparing all young people for life beyond school.

The school promotes equality and diversity and aims to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.

We encourage each child to reach his/her full potential within the context of a broad and balanced curriculum which is available to all pupils and is both inclusive and differentiated.

We believe in the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.

Teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. St Philomena's is aware that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality teaching, which is differentiated and personalised, is available to all.

Where a need is identified, the school will put appropriate evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. Plans for the use of support will relate to a clear set of expected outcomes, which include relevant, challenging, developmental targets.

In school, support will be planned and reviewed by the class teacher, in collaboration with parents, SENCo, and, where appropriate, the pupil themselves. The focus will be on the impact and outcome for the child, not just the provision provided.

St Philomena's ensures, to the best of its ability that education, health and social care, work together to support children and their families. We use our best endeavours to ensure that the necessary provision is made for any individual who has SEN.

Objective

1. To work within the guidance provided in the SEN Code of Practice 2014
2. To identify and provide for pupils who have special educational needs and additional needs so that they can achieve their best, becoming "confident individuals living fulfilling lives (SEN Code of Practice June 2014)
3. To research, identify and provide relevant resources/ interventions to increase curriculum access.
4. To liaise fully with any relevant outside agencies to ensure an holistic, coordinated approach
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs through high quality teaching
6. To provide a Special Educational Needs Co-ordinator (SENCo) who will work to implement the SEN Inclusion Policy
7. To provide support, advice and training for all staff working with pupils who have special educational needs

8. To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.
9. To ensure that children with SEN take part in all the activities of the school together with children who do not have SEN, as far as possible.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Every teacher is a teacher of pupils with SEN and the teachers at St Philomena's understand both their accountability and responsibility for the progress and development of children in their class with SEN.

Definition of special educational needs and disabilities (SEN)

- 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 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.

The Role of the SENCo

The person responsible for coordinating provision for children with SEN and developing the school's SEN Policy is Catherine Badawi. She can be contacted initially via the school office.

The Head teacher, Ms Veronica Maher, is the Inclusion Manager and is Mrs Badawi's advocate on the SLT.

The SENCo is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating provision and resources for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- keeping and overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LA's support and educational psychology services, and voluntary bodies.
- ensuring annual reviews and appropriate documentation is completed
- organising and participating in multi-agency meetings with parents and external agencies
- liaising with and providing SEN records to receiving schools upon school transfer to ensure smooth transition

- liaising with early years settings when receiving a child with special educational needs into the school
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- removing barriers for learning
- providing information to parents and signposting them to any relevant agencies

Roles and responsibilities

The SEN Governor ensures that pupils with SEN receive the necessary special educational provision they need to access the curriculum and participate fully in the life of the school. They raise awareness of SEN issues at governing body meetings and:

- Give up to date information on SEN provision within school.
- Help review the School's SEN policy on provision for pupils with SEN.
- Ensure parental confidence.

Ms Maher has the specific responsibility for Safeguarding, Pupil Premium and meeting the medical needs of children.

Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person. Educating children with SEN is a whole school responsibility and we recognise that this starts with high quality first teaching, which is differentiated and personalised, being available to all. Teachers respond to barriers to learning and set suitable learning challenges.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of Service personnel
- Other mitigating family circumstances.

A rigorous system of progress monitoring across the school takes place on at least, a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Children need to feel valued, confident and secure to make maximum progress in their learning. St Philomena's school is committed to promoting the social, emotional and mental well-being of our pupils through a range of systems in place. These include:

- Positive Behaviour Policy with clear consistent sanctions in place, with a focus on praise and reward.
- Regular Contact with parent , for example through the use of a contact book and/ or reward chart
- PSHE session, as part of the National Curriculum
- Additional PSHE sessions/ social skills groups to deal with specific problems as they arise
- Counselling sessions
- Social skills groups
- Referral to outside agencies e.g. Speech and Language Service (SALT), Social & Communication Difficulties Support Service, EP Service.
- Use of CAF and TAC
- Contact and liaison with the school's Family Support Worker
- Informal/ more formal mentor sessions with a trusted adult
- Prefect and Buddy systems
- Referral to Community Well Being Service and possibly CAMHS (Children and Adolescent Mental Health Services)

A Graduated Response to SEN Support

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they will be given extra support. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, should assess whether the child has a significant barrier to learning. Where this is the case, there will then be agreement about the SEN provision that is required to support the child, involving the class teacher, parents, SENCo and, if appropriate, the child.

Before special educational provision is made, the SENCo and class teacher will consider all the information available within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014

- Cognition and learning,
- Communication and interaction,
- Social emotional and mental health

- Sensory difficulties (with additional guidance for autism and specific learning difficulties).

This can also be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Advice from outside specialists may be sought.

The Four Part Cycle

Assess:

- When assessing a child as needing SEN support, the class teacher, working with the SENCo will 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, as well as behaviour. It should also draw on other 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 and, if applicable, advice from external support services.
- The assessment of the child will be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan:

- The teacher and the SENCo will agree with the parent (and the pupil where age appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The pupil will be asked to comment on their learning and the outcomes sought for them.
- 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. This will be recorded on a Next Steps for Learning Target Sheet/ Pupil Support/ Resource Agreement and any interventions will be recorded on the school's provision map
- Parents will be made fully aware of the planned support and interventions put into place. Parental involvement to reinforce or contribute to progress will be discussed with the teacher and/or the SENCo.

Do:

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- They will work closely with any learning support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- If necessary, the SENCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

Review:

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed within an agreed timescale; at least termly, but reviews can be brought forward if necessary.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- The pupil's needs are analysed and the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. They will decide on any changes to the support and outcomes, in consultation with the parent and, if appropriate, pupil.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

Managing Pupils on the SEN Register

The assessment of needs starts with a whole-school approach that can quickly identify when a child is not making adequate progress, despite high quality teaching. The school uses a range of sources of information that teachers can draw on to establish a clear analysis of pupil's needs:

- assessment of the pupil's progress, attainment and behaviour
- the views of the pupils and parent
- advice from external support services.

Criterion referenced assessments and checklists, including screening assessments (for example, for dyslexia), are used to record initial concerns. These checklists are then shared with the SENCo to discuss possible placement of the pupil on the SEN register. This ensures a structured approach to the identification of special educational needs.

The partnership with parents plays a key role in enabling children with SEN to achieve their potential. At St Philomena's School we recognise that parents hold key information and have the knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in the education of their children.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education. They will be encouraged, as appropriate; to participate in all the decision-making processes and contribute to the assessment of their needs and to reviews.

The level of provision provided is described fully in the school's SEN Information Report, using the link below:

[Link to SEN Information Report](#)

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally notified that the child has been placed on the SEN register. The SENCo, in consultation with the class/subject teacher, pupil and parents will draw up a Pupil Support Agreement. Targets will be set in consultation with the parent and pupil, and will be reviewed termly.

Children who do not make progress may be referred to outside agencies or specialist services for further assessment and advice. This will require parental consent and involvement at subsequent meetings. Any additional support is recorded on the school provision map. While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding, where it can be demonstrated that a pupil requires a higher level of support, is available from the LA high needs block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or SENCo, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

The funding for a Pupil Resource Agreement is guaranteed for a year, and additional funding is then dependent on the results of an Annual Review.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

When a child makes consistent progress over two reviews and their individual targets have been met, a decision may be made after discussion with parents and any outside agencies, to remove them from the SEN Register. They may still take place in future interventions or still access a social skills group, for example, and any intervention will be logged on the class provision map. Their progress will, of course, continue to be monitored.

Monitoring and evaluation of SEN provision

Provision planning takes place initially with the SLT (Senior Leadership Team), SENCo and class teacher at termly progress meetings. Children's needs are identified by examining the progress data of individual children in each class. The SENCo then analyses the progress of children in each main area of need. Groups of children who require literacy/maths/social skills support will then be identified by the SENCo (in consultation with SLT and the class teacher) as well as taking into consideration the more individual needs of some children.

Termly observations of all teaching staff to evaluate the quality of teaching includes a focus on the quality of differentiation, the teacher's skill in recognising and responding to learning barriers, and how they are meeting the needs of individual children, especially those at risk of underachievement. The subsequent evaluation identifies any areas of SEN

that staff may need training for, in order to support their ability to respond to the most common SEN they may encounter in the classroom.

Observations of TAs (teacher assistants) and regular discussions with those delivering interventions are made, and advice and recommendations are passed on to the relevant member of staff. Again, any developments needed are identified and relevant training and guidance organised.

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling parent, pupil and staff views. The school undergoes an active process of continual review and improvement of provision for all pupils.

Training and resources

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the Head Teacher to explain the systems and structures in place around to the school's SEN provision and practice, and to discuss the needs of individual pupils. There are also opportunities to discuss the needs of the individual pupils with the class teacher.

The SENCo regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEN.

Supporting pupils with medical needs

Some pupils with special educational needs may have a statement or EHC (Education, Health and Care) Plan which brings together health and social care needs, as well as their special educational provision.

Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Where there are children with disabilities, the school will comply with its duties under the Equality Act 2010. The governing body will ensure that arrangements are in place to support pupils at school with medical conditions and that their arrangements give parents and pupils confidence in the school's ability to provide effective support for individual medical conditions in school. The governing body will ensure that school leaders consult health and social care professionals,

pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

Arrangements are in place to ensure that pupils with medical conditions are supported at school and parents and pupils have confidence in the school's ability to provide effective support for individual medical conditions in school. School leaders will ensure that health and social care professionals, pupils and parents are consulted to guarantee that the needs of children with medical conditions are met effectively.

Staff will be properly trained to provide the support that individual pupils need. All staff are epi-pen trained and key personnel have paediatric first aid training. The school refers to and liaises with Community Paediatrics.

When required, further training has been and can be undertaken for specific needs.

Supporting pupils and families

St Philomena's has both a Family Support Worker and an Art Therapy Service to help support children and their families with any social, emotional and mental health need. We can arrange CAFs and subsequent TACs to support pupils / families and we can also refer to the Community Well Being Service and possibly CAMHS (Children and Adolescent Mental Health Services)

Specifically for pupils we can offer art therapy, and social skills groups. There is a less formal "listening ear" system in place with the Family Support Worker and HLTAs and daily time for pupils to use their "think pads" to write down any concerns which they can share with the class teachers if they choose.

Contact books are used to maintain day to day 2 way communication between home and school.

Parents are invited to all meetings to ensure a coordinated approach

All staff can be found in the playground before and after school each day, for short discussions. More formal meetings can be arranged via the school office.

Please see the LA Local offer on the Bromley website (link below) and the school's SEN Information report on the school web page (link also below) for additional information about outside agencies that can further support parents/ pupils and their families.

Links to:

- LA Local Offer <https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>
- [SEN Information Report](#)

When moving classes/Key Stage

An information sharing meeting will take place with the child's previous and new teacher, and parents if deemed necessary.

Individual transition arrangements are put in place for more vulnerable children with additional visits to the new classroom and teacher. The child will spend at least two days late in the summer term with their new class and teacher. A transition book will go home in the holidays to prepare the child for the new class, if thought appropriate.

Class information sheets and personal passports are used to share relevant information with all necessary adults working with the children.

When moving to Secondary School:

During the summer term, the SENCo will attend a secondary transfer meeting, or contact the secondary school directly, and share any relevant information about special access arrangements and support that has been put in place for children at the primary phase. This will ensure a smooth transition to their secondary school. Depending on the Year 6 cohort, the school may put in place a transition group, during the last summer half term, to give targeted children additional preparation before secondary school.

If deemed necessary, the school will also arrange a meeting with the SENCo, parents, relevant outside agency representatives and secondary school staff. Additional visits to the new school may also be organised. We will ensure records are passed on as soon as possible.

Bullying

Please see the link below to the school's Anti-bullying policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at St Philomena's School.

[Anti-bullying Policy](#)

Accessibility

Statutory Responsibilities

As required by the SEN and Disability Act 2001, St Philomena's School has produced an Accessibility Plan. [Accessibility Plan](#)

Removing Barriers to Learning

Inclusion is about the quality of the child's experience; how they are helped to learn, achieve and participate fully in the life of the school. All children have the right to a good education and the opportunity to succeed and reach their full potential. Parents have to have the confidence that their child's needs will be met quickly and effectively throughout their time at St Philomena's School. We use a range of strategies to ensure that all children have full access to the curriculum and will thrive in their learning:

- Dyslexia friendly check lists for all classes
- Use of cream paper and off white colours on Smart Board and hand-outs
- Symbols and pictures used to support written information
- ICT used to support learning
- Resources on tables and walls to support pupils' learning – word banks, small white boards and pens, alphabet strips.
- Use of visual timetables, Now and Next boards, and displays to support organisation – e.g. when to bring in PE kit etc.

- Evidence around school of celebration of achievements - displays, motivation charts.
- Evidence of children's work undertaken in different ways, not just written, for example using mind maps, posters, drama etc.
- Access to good and outstanding teaching.
- Use of successful interventions to support Literacy and maths- Read Write Inc/Fresh Start, Collin's Maths Intervention programme, Numicon.
- To support emotional literacy: access to small social skills groups and art therapy.
- Modified equipment and resources: pencil grips, coloured overlays for reading, use of release breaks, work stations, head phones to encourage focus.
- To support speech, language and social communication in school we buy in additional expertise from a Speech and Language Therapist and a Social Communication Advisory Consultant.
- For some pupils, additional arrangements and adjustments are made to enable them to fully access the curriculum and a range of tests. This might include additional time, rest breaks, use of a scribe or word processor.

This is not a definitive list and changes according to individual needs.

Access to the Physical Environment

Physical features that people without physical disabilities take for granted can present serious problems for people with different abilities. At St Philomena's School we are aware that access to the physical environment of the school is important for the self-esteem and general well-being of all our students and staff. The school has made alterations that include:

- ramped entrance and lift to ground floor allows access to all ground floor classrooms
- a disabled toilet
- Accessibility Report from the Visually Impaired Team led to lines being painted on steps and high risk areas.
- Further improvements are likely to be made on a needs basis – we have no Soundfield system in place, as we have never had any hearing impaired children in school.

Storing and managing information

All personal data and confidential documents are stored in a locked office. All information sent via emails is sent in password protected files. All relevant information stored is passed onto receiving secondary schools and/or new schools as requested.

From the 25th May 2018, new data protection regulations will be introduced which affect how St Philomena's Primary School handles personal data. This is called the General Data Protection Regulations (GDPR). Compliance with the Regulations will be an on-going process and the School have appointed a Data Protection Officer (DPO) to advise and manage compliance with the Regulations. Please refer to our GDPR policy from more detailed information.

Policy review

The policy will normally be reviewed every two years. In the short term, it will be reviewed as Bromley Local Authority releases updated information on procedures.

Dealing with complaints

If you are unhappy with your child's support or progress you should speak to the Class Teacher initially.

If you remain concerned about the support your child is receiving or the fact that your child is still not making progress then you should speak to the SENCo or Head Teacher. If you are still not happy you can speak to the school SEN Governor.

Please see the link to the School Complaints Procedure
[Complaints Procedure\Complaints Procedure 2016.pdf](#)

Abbreviations

CAF Common Assessment Framework

CAMHS (Children and Adolescent Mental Health Services)

EP Educational Psychologist

HLTA Higher Level Teaching Assistant

PSHE Personal Social and Health Education

SALT Speech and Language Therapy

SEN Special Educational Needs

SEND Special Education Needs and Disadvantaged

SENCo Special Educational Needs Coordinator

SEN Special Educational Needs & Disabilities

SLT Senior Leadership Team

TA Teaching Assistant

TAC Team Around the Child

