



St. William of York Catholic Primary School

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Headteacher: Mrs Sharon Lynch **Admin Officer:** Mrs Sandra Casey

Deputy Headteacher: Miss Hayley Langston

The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Special Educational Needs Policy

Introduction

St William of York celebrates and rejoices in each child's individuality and is fully inclusive. Children with Special Educational Needs and Disabilities (SEND) are supported by a team of well trained and experienced teachers, teaching assistants and a Special Educational Needs Coordinator (SENCo). We work closely with parents and outside agencies to ensure each child's needs are identified, addressed and monitored to ensure that they make progress and meet their full academic and emotional potential.

Aims and Objectives

The aims of our special educational need and disability policy and practice in this school are:

- ❖ To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- ❖ To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- ❖ To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- ❖ To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.

- ❖ To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- ❖ To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- ❖ To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- ❖ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Admissions

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy (which can be found on our website or in the school office). If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
or

the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Management of SEND within school

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils in our school and uniqueness and individuality is celebrated. Staff responsibilities are outlined below.

The *Class Teacher* will:

- ❖ Monitor your child's progress and identify, plan and deliver any additional support your child may need in class and when required, out of class as part of a targeted intervention (as identified on the class provision map).
- ❖ Work closely with the SENCo.
- ❖ Ensure that the school's SEND Policy is followed.

The *SENCo, Nicola Rolt* will:

- ❖ Coordinate the support for children with special educational needs or disabilities (SEND).
- ❖ Develop and review the school's SEND policy to ensure a consistent high quality approach, targeted to children's needs.
- ❖ Liaise with parents to ensure that they are involved in their child's learning; know the support their child is receiving and are involved in the reviewing effectiveness.
- ❖ Provide advice, support and training to all members of staff, to ensure children with SEND at our school reach their full potential.
- ❖ Ensure up to date records are kept for children with SEND and that teachers have them.
- ❖ Organise and coordinate annual reviews for children with EHCPs or Statements.
- ❖ Refer children to outside agencies to have their needs assessed where appropriate.
- ❖ Liaise with outside agencies working with children in our school, supporting teachers and support staff to ensure recommendations are followed.
- ❖ Ensure the school's SEND register is up to date and progress is monitored.
- ❖ Monitor the effectiveness of provision in school.

The *Headteacher, Sharon Lynch* will:

- ❖ Lead in the day to day management of all aspects of the school, including SEND.
- ❖ Give responsibility to the SENCo and class teachers for making sure children with SEND's needs are met and that appropriate support is provided, but still be responsible for ensuring your child's needs are met.
- ❖ Ensuring that the Governing Body is kept up to date with SEND at SWOY.

The *SEN Governor, Margaret Connolly* will:

- ❖ Meet regularly with the SENCo Nicola Rolt.
- ❖ Monitor the effectiveness of SEND provision at SWOY.
- ❖ Update the Governing Body about any SEND changes or issues.

If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

If you would like to speak to the SENCo Nicola Rolt, please contact 0208 690 2842 or senco@swoy.lewisham.sch.uk

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Curriculum and Learning Environment

The school places considerable importance on equal access to the National Curriculum for all children. Children's different needs are met within the classroom through the teacher's careful planning for individuals or groups and Quality First Teaching.

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

At SWOY we try to make all our classrooms and teaching spaces as SEND friendly as possible.

- ❖ Every classroom is inclusive and adapted to meet a range of needs.
- ❖ Every classroom has a visual timetable that is referred to throughout the day.
- ❖ All staff use visual aids and prompts to support children's communication and understanding throughout the school day, including in the playground.
- ❖ A variety of visuals, displays and working walls are used to support learning.
- ❖ Work is adapted to support children's learning and resources such as task boards, word mats, writing frames, handwriting lined books, pencil grips, different pens, fiddle toys etc. are used as appropriate.
- ❖ Classrooms for Years 1-6 have Soundfield systems.
- ❖ Children are strategically positioned in the classroom.
- ❖ Most staff are Makaton trained.
- ❖ Lessons are scaffolded and differentiated to meet the needs of all pupils (including group work, paired work and 1:1 support)
- ❖ A range of recording methods can be used (computers, scribes, voice recognition word processing software, photos etc.)

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce their barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo in the Learning Passport and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents

Identification of Need

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

We know when pupils need help if:

- ❖ Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- ❖ Assessment, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- ❖ Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- ❖ Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- ❖ A pupil asks for help.

Assessment, Monitoring Pupil Progress and Provision (SEN Support)

All teachers continually assess children’s progress and use this to inform their teaching to ensure children are reaching their full potential.

Children’s’ progress is regularly updated on our whole school tracking system (Target Tracker) which feeds termly progress review meetings with the Senior Leadership and Management Team (SLT & SMT).

Progress is also reviewed through target setting, regular review meetings and reviews with outside agencies, parents and the child and end of year reports.

The SENCo and class teachers regularly meet to discuss children’s progress, barriers to learning and strategies to implement.

The SENCo oversees additional provision and interventions and monitors success through data analysis, observations and discussions with class teachers, support staff and pupils.

Additional support/interventions are recorded on a class and whole school Provision Map. The class teacher updates this regularly and reviews the progress and effectiveness of the provision with the SENCo at the termly meetings, with next steps identified.

The SENCo maintains a list of pupils identified through the procedures listed; this is called the SEN Support List. This list is continually monitored, reviewed and updated to show current need.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality targeted interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

Request for an Education, Health and Care Plan Needs assessment

A request for statutory assessment will be made by either the school and/or parents if a child has demonstrated a significant cause for concern.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. The school will provide information about the child's progress and documentation relating to the action that has been taken, as well as any relevant assessments and/or reports from specialists such as Educational Psychologists.

The LEA will then examine this information and decide whether to carry out a statutory assessment. On completion of the assessment a decision about whether to draw up an Education, Health and Care Plan will be made.

This may result in an Education, Health and Care (EHC) plan being provided (a request for assessment does not always lead to an EHCP being issued).

Where a parent decides to request Statutory Assessment directly, the school asks to be informed so that relevant data can be made available to the Local Authority (LA).

Education, Health and Care Plans (EHCP)

An Education, Health and Care Plan (EHCP) will normally be provided where, after an EHCP Needs Assessment, the LA considers the pupil to require provision beyond what the school can offer.

An EHCP will include details about the pupils and their barriers to learning with learning objectives and desired outcomes.

These are used to develop and set targets that are:

- ❖ matched to the long term outcomes stated in the EHCP
- ❖ set through consultation with parents and relevant staff
- ❖ implemented in the classroom and school environment
- ❖ delivered by the class teacher with appropriate additional support
- ❖ monitored by the SENCo

Progress towards targets set in EHC plans are reviewed regularly, with new targets set towards the short term and long term goals stated in the plan each term (this forms the child's Individual Provision Map –IPM). EHC plans are updated yearly as part of the Annual Review process in partnership with parents.

Some children, who have already had a Statutory Assessment under the previous Code of Practice and have a Statement of Educational Needs, will continue with their Statement until it is converted to an EHCP by the LA. A timetable for conversions can be found on the Lewisham Local Authority Website.

Outside Agencies

Requests for advice and/or assessment from external services will only be undertaken after parent permission has been obtained and may include referral to:

- ❖ Specialists in other schools e.g. special schools (New Woodlands)
- ❖ Special Educational Needs Support Service
- ❖ Specific Learning Difficulties Team
- ❖ Autism and Sensory Outreach Team (Drumbeat Outreach)
- ❖ Sensory Impairment team
- ❖ Educational Psychologist Service
- ❖ Speech and Language Therapy Service
- ❖ Paediatrics
- ❖ Occupational Therapy Service
- ❖ Educational Welfare Officers
- ❖ Social Services
- ❖ School Nurse
- ❖ Child & Adolescent Mental Health Service (CAMHS)

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations e.g. Targeted Family Support and Children's Centres for advice on meeting the needs of pupils with SEND and in further supporting their families.

The School also has links with local schools through the SENCo Forum and SENCo Collaborative.

Pupils with Medical Needs

We work closely with the School Nurse and Specialist School Nurse to ensure children's medical needs are met.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents, and if appropriate, the pupil themselves.

Members of staff are trained in First Aid.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

SEN Training

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development under the guidance of the SENCo (who holds the NASENCo qualification). Part of the SENCo's role is to support staff in planning for children with SEN and to provide training opportunities and advice. Staff are encouraged to attend any appropriate course to assist in the teaching and support of children with special needs. INSET is also delivered within the school. Further information about recent training can be found in our SEND Information Report.

Parental Involvement

At SWOY, we understand and value the importance of parent voice and pupil voice. We value parental input and know the importance of the information parents provide about the needs of their child.

The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If parents have ideas on support that they would like to have access to in order to further support their child's learning, they are encouraged to contact the SENCo who will locate information and guidance in the area identified. Further information regarding support and information for parents can be found in our SEND Information Report which can be found on the school website.

With regards to their child's progress and provision, progress towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

This can be arranged through the school office 020 86902842 or directly Kelly Davey (SENCo) senco@swoy.lewisham.sch.uk

Pupil Involvement

Children at SWOY are involved in their learning across the Key Stages, including EYFS. They are encouraged to reflect on their learning both independently and with their peers. They are encouraged to discuss their work and identify areas to target. In partnership with their teachers, individual targets are set and the steps needed to succeed are discussed. The children are encouraged to regularly check against their targets and with support to consider their next steps.

If there is outside agency involvement (such as the Specific Learning Difficulties Team or Drumbeat Outreach Service), they will work with school staff, parents and the child. As part of this process, they will seek the views of all parties and give recommendations and advice which is then implemented.

Accessibility

The following adaptations have been made to the school environment:

- ❖ Soundfield System in classrooms for Years 1-6
- ❖ All outside steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- ❖ There is ramped access to school buildings
- ❖ One toilet has been adapted to ensure accessibility for visitors with a disability.
- ❖ Lift to all teaching levels
- ❖ Coloured paper, overlays, large print and bold lined books are available.
- ❖ Electronic equipment is available when needed.
- ❖ Pencil grips, writing slopes, alternative scissors etc. are also available.

Transition and School Transfers

Transitions can be difficult for any child, but in general it can be even more difficult for a child with SEN. At SWOY we take steps to ensure that any transitions are as smooth as possible and support is put in place to help children with SEN to prepare and adjust.

EYFS

Home visits are carried out for children starting in both our Nursery and our Reception class. These visits will usually take place before your child starts with us and are a chance for you to discuss your child's needs with school staff (appointments with the SENCo will also be made). If your child attends our Nursery and will be joining our Reception class a gradual transition can be arranged if appropriate.

If your child attends a different Nursery, the SENCo will contact them to share information and discuss ways in which we can support your child. Our SENCo will request copies of reports from the Nursery/school and outside agencies so that current targets can continue to be worked on and advice/recommendations followed.

When moving classes in school:

Information will be passed on to the new class teacher in advanced during Handover meetings including details about support in class.

The child's passport to learning or Pen portrait, writing by the SENCo and updated by previous teachers will also be handed up. This contains a breakdown of the child's needs and ways in which they can be supported.

Class provision maps are shared with the new teacher.

If a child has 1:1 adult support, in most cases, the adult will move up with them.

If appropriate, social stories and transitions books (with photographs and information about their new class environment) are used to prepare the child for the move and they will visit the new classroom and new teacher several times during the Summer term before the move.

Year 6 – Secondary school

At SWOY we support parents/carers in making decisions about which secondary school they choose for their child.

The SENCo will visit other school SENCo with parents if required.

The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCOs of both schools will meet (during a Secondary Transfer of Information Day) to discuss the needs of pupils with SEN in order to ensure a smooth transition.

The SENCo at SWOY will contact your child's new school SENCo to hand over all of the transition information.

Where possible, your child will visit the new school and in some cases, staff from their new school will visit them at SWOY.

The children may be part of a specific intervention/specific support focusing on independence and transition, as needed.

If your child is moving to another school:

We will contact the new school SENCo and ensure that they know about the current support in place for your child.

We will ensure that all records about your child are sent as soon as possible.

If your child is joining us from another school:

If your child requires a transition book with photographs and information about the school and their new class, one will be made.

The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

The SENCo will contact the previous SENCo to discuss your child's needs.

Your child will be able to come for a taster day(s) if this is appropriate.

Allocation of resources

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- ❖ A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- ❖ The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- ❖ The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- ❖ For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps. These target the broad areas of need:

1. Cognition and learning
2. Behavioural, emotional and social
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

Complaints

For complaints, please see the complaints policy available on the website or from the school office.

Review

This policy will be reviewed annually by staff and the Governing Body who are also under a duty to report to parents on the implementation of the school's SEN policy. This will be done in the Governors' Annual Report to Parents published in the summer term. The outcomes of the review will be used to inform the School Improvement Plan.

To be reviewed July 2021