

St Elizabeth Catholic Primary School

# Special Educational Needs and Disabilities Policy



The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	September 2021
Review Date	September 2023



Special Educational Needs  
& Disabilities

**Mission Statement**

## *'Striving for excellence in a caring Catholic community.'*

### **Safeguarding Statement**

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **Equality statement**

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

### **School Values**

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs - Relationships, Resilience, Responsibility and Respect, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

### **British Values**

At St Elizabeth's, the school recognises and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **DATA PROTECTION**

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that

organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

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## Introduction

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy takes account of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015).

It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report (2021)
- 2014 Children and Families Act
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

In particular, the SEND policy is linked to behaviour, anti-bullying and curriculum policies.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

## **Defining Special Educational Needs and Disabilities (SEND)**

The 2014 Code of Practice definition of Special Educational Needs and Disabilities: Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

At compulsory school age this means he or she has:

- A significantly greater difficulty in learning than the majority of children of the same age.
- 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 education authority.

(Taken from the SEND Code of Practice 2015: 0 to 25 Years - Introduction xiii and xiv)

## Contacting the SENDCo

The Special Educational Needs Co-ordinator (SENDCo for short) is **Kelly Studman [Phase leader for EYFS and KS2]** and the SENDCo Assistant is **John Peppard [Phase leader for KS1]**. Appointments to meet the SENDCo or Assistant SENDCo should be made through

the School Office on (020) 8980 3964 or through our school website. **Angelina John** is the advocate on the Senior Leadership Team for SEND.

The SEND Governor is **Melian Mansfield** and can be contacted by writing to or telephoning the school.

## **Section 1: AIMS AND OBJECTIVES**

### **Aims**

The Governing Body and staff of St Elizabeth Catholic Primary School are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

At St Elizabeth Catholic Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Objectives**

The objectives of this policy are:

- To provide a framework for the earliest identification of children with SEND and ensure their needs are met.
- To maintain and monitor effective assessment of record keeping procedures for all children with SEND.
- To actively promote working partnerships between the parents of identified children and the school, as well as involving external agencies when appropriate.
- To ensure that learners express their views and are actively involved in decisions which affect their education.
- To ensure all children have access to a broad, stimulating and balanced curriculum and enable learners to make the best possible progress.

## **Section 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The School is committed to the early identification of Special Educational Needs and recognises the four broad categories of need in the SEND Code of Practice 2015. Children will have needs and requirements which may fall into at least one of four categories, many children will have inter-related needs. The categories of need are:

- ❖ Communication and Interaction
- ❖ Cognition and Learning

- ❖ Social, Mental and Emotional Health
- ❖ Sensory and/or Physical Needs

The following are not considered SEND but may impact on progress and attainment;

- ❖ Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- ❖ Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ EAL
- ❖ Being in receipt of Pupil Premium Grant
- ❖ Being a Looked After Child
- ❖ Being a child of Serviceman/woman

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through discussions with parents and the School's assessment and monitoring arrangements. If this indicates that the child is not making the expected progress, the class teacher will consult the SENDCo in order to decide whether **additional and/or different provision or further assessment** is necessary.

St Elizabeth Catholic Primary School identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

### **SECTION 3: A Graduated Approach to SEN Support**

The class teacher is responsible and accountable for the progress and development of all pupils in their class. This also includes where pupils access support from teaching assistants or specialist staff.

This will be reviewed as part of an 'Assess-Plan- Do- Review' cycle with the teacher at regular parent Pupil Progress meetings. Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils. The school, pupil and parents work together to set appropriate targets and provision for the child which may be written into an Individual Support Plan (ISP).

Where progress does not improve, despite planned provision, a child may be placed on the school's SEND register and external agencies contacted for further guidance and an ISP will be added to with professional advice and support.

#### **Moving to an Education, Health and Care Plan**

Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education, Health and Care Plan (EHCP). This replaces the Statement of Special Educational Needs. Generally, the School applies for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are significantly below their peers that we think it's likely that the child may at some point benefit from special school provision.

### Understanding the Levels of Support

The SEND register will identify pupils as those with an Educational Health and Care Plan (E ), has a special needs that have been identified, SEN Support (K Code).

## **SECTION 4: Managing Pupils Needs on the SEN Register**

### Identification and Assessment

Children have **special educational needs** if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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 education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

*"Special Needs" can include children of all academic abilities and children with emotional and physical needs which may affect their educational entitlement.*

(Taken from the Code of Practice for SEND 2015)

Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

**Any of the following may trigger a concern.**

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEND register
- ❖ Records - transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Pupil tracking

The child and parent/carer are involved throughout this process.

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ Their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ The outcomes from baseline assessment results.
- ❖ Their performance against the level descriptions within the National Curriculum at the end of a key stage.
- ❖ Standardised screening or assessment tools.

### **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

### **School Model of Assessment and Provision**

Most pupils will have their needs met through quality first teaching (QFT.) Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching.

Adequate progress can be defined in a number of ways i.e.-

- ❖ Closes the attainment gap between the child and their peers.
- ❖ Prevents the attainment gap growing wider.
- ❖ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- ❖ Matches or betters the child's previous rate of progress.
- ❖ Ensures access to the full curriculum.
- ❖ Demonstrates an improvement in self-help, social or personal skills.
- ❖ Demonstrates improvements in the child's behaviour.

The effectiveness of this will be monitored and reviewed as part of the schools ongoing cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on a SEND register under one of the four SEND categories with the discussion with parents.

The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved an EHA (Early Help Assessment) may be advised to ensure that a cohesive approach is taken towards monitoring and meeting pupil's needs.

### **Individual Support Plan**

The Individual Support Plan (ISP) records that which is additional to, or different from, the differentiated curriculum and will focus upon three individual SMART targets that match the child's needs.

The ISP will include information about:

- The child area of need, what they feels supports them and their dislikes.
- The short-term targets set for the child
- The best teaching strategies to support the child
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when ISP is reviewed)
- Home/school link arrangements and/or strategies/activities for home

Progress towards the targets is discussed at parent's evenings or by request at other times through discussions with the class teacher or SENDCo.

The ISP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process. At the ISP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To assess the amount of help.
- b) To continue with the existing level of help with new targets being set.
- c) To increase the level of intervention if there has been little progress.

### **Pupil Involvement**

The Individual Support Plan (ISP) is concerned with the setting of targets and understanding the support needed to help them move forward with their learning. It is essential that pupils are actively involved in their ISP. This means pupils must know and

understand their targets and know what to do to achieve them, and who will help them to achieve.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEND register and placed on a 'Watch List' for a year to monitor on-going progress.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

At St Elizabeth, we actively encourage all parents to play a key and active role in supporting their child in a culture of co-operation. This is important in enabling children with SEND to achieve their potential.

**The school's SEND Information Report is published on our school's website.**

**We will support parents so that they are able to:**

- Make their views known about how their child is feeling and progressing
- Recognise and play an active and valuable role in their child's education
- Know about their child's education within the SEND framework and the progress they are making
- Contribute to ISPs and reviews.
- Have access to information, advice and support during assessment and any related decision making process about SEND provision

**We aim to make communications with parents effective by:**

- Acknowledging and drawing on parental knowledge and expertise in relation to their child.
- Focusing on the children's strengths as well as areas of additional need.
- Ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed before meetings, as far as possible.
- Respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

We aim to inform parents as soon as there is cause for concern about their child, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

The executive Head, Head of School, SENDCo, SENDCo Assistant and class teachers will talk both formally and informally to parents in school, or they may write, email, telephone or visit if appropriate.

## Transition Arrangements

### New Entry into the School

- We ask parents to inform the school if their child has a special educational need and/or disability. Parents/carers are asked to make note of this on the school application form and the SENDCo will contact them to discuss this and make sure the right support is in place for their child.
- If a Pupil transfers from another school and has been identified with a SEND need, before they start at the School, the pupil will be added to the SEND register (with parents' permission). The school will use this information to implement an individual Support Plan.

### Transition within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible.

Enhanced transition arrangements are tailored to meet individual needs.

This may include:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or a social story.
  - Information is passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.

### Transition to Secondary School

- We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth. Our school's Parent Support Worker and Learning Mentors are available to discuss any questions/concerns you may have about secondary transitions.
- The SEND Team will attend the Primary Transition Day to discuss the specific needs of your child with the SEND Team of their secondary school.
- Pupils will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible pupils will visit their new school on several occasions and in some cases staff from the new school will visit pupils in this school.

### Tower Hamlet's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision

from birth to 25, across education, health and social care. Please see the schools SENs Local Offer (document can be found on the schools website) or Tower Hamlet's Local Offer which is available from the website: <https://www.localoffertowerhamlets.co.uk/>.

The Parents Advice Centre (30 Greatorex Street, London, E1 5NP; Telephone: 020 7364 6489) service provides information about activities and breaks available for Tower Hamlets children with additional needs and disabilities as well as information for parents about benefits, about how Tower Hamlets aims to support children through education, health and social care.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school database is updated as and when information comes into school. Any major changes are passed on to the teachers and staff working with the children straight away.

We recognise that pupils with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we comply with the duties set out by the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

## **SECTION 8: MONITORING AND EVALUATION OF SEND**

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENDCo, the SEND governor, and head teacher, this will involve:

- Lesson observation
- Book scrutiny
- Data analysis of intervention programmes
- Pupil progress meetings
- Seeking of parent/pupil views
- Monitoring staff CPD
- Termly SENDCo network meetings
- Monitoring teaching assistant on progress towards children's targets.

## **SECTION 9: TRAINING AND RESOURCES**

The Executive head decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

### **Training**

- Training needs of staff and the school are identified through the School

Development Plan, Performance Management Reviews and individual pupil needs for example, a Teaching Assistant trained to deliver physiotherapy.

- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- The SENDCO will access CPD as necessary and attend the SEND Conference Meetings.
- The school staff also attends courses run by the Local Authority, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

### Resource Allocation

The most valuable resource is personnel who are able to give SEND pupils small group or individual attention. Parents are also a valuable resource, helping pupils in the classroom. The teacher should cater for the needs of all the pupils and a range of styles and approaches adopted. All classes and staff involved have access to equipment useful for SEND and additional equipment. Specially required equipment is available and can be ordered through the SENDCo if financially viable.

Resources for non-statemented provision for SEND at St Elizabeth Catholic Primary School are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEND in all Key Stages.

- The Executive head teacher and the SENDCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
  - Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

## **SECTION 10: ROLES AND RESPONSIBILITIES**

All adults involved with SEND at St Elizabeth Catholic Primary School accept that provision for children with SEND is a matter for everyone.

**Angelina John** is the Designated Teacher with specific Safeguarding responsibility. **Tracy Jennings, Anna Hair and Naomi Sutherland** also have responsibility as a designated child protection person.

**Tracy Jennings** is the member of staff responsible for managing Pupil Premium Grant(PPG)/Looked After Children (LAC) funding

**Tracy Jennings** is the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils.

## The SEND Governor

The governing body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs and Disabilities.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy
- Have a named Governor for Special Educational Needs; this is **Melian Mansfield**.

## The Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SEND Assistant

**Kelly Studman [EYFS and KS2]; John Peppard [KS1]** are responsible for the arrangements for SEND provision throughout the school. The SENDCo post is part-time, currently 3 days a week and the Assistant SENDCo post is 1 day.

### Role and Responsibility of the SENDCo is:

- Overseeing the day to day operation of the SEND policy.
- Co-ordinating provision for children with special educational needs and disabilities
- Liaising with and advising teachers and Teaching Assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the INSET of staff
- Liaising with external agencies including the Educational Psychologist, Support for Learning Services, Phoenix Outreach Team, Speech and Language Services, Occupational Therapy Team, Dram therapist, Play Therapist, BASS services and CAMHS.
- Reporting to the SEND Governor and the Governing Body
- Consulting with the Head of School, to use information from pupils' previous attainment to provide starting points for the development of an appropriate programme of provision for a SEND child
- Co-ordinating review procedures

### Senior Leadership and Inclusion Team Role

The SLT will have responsibility for:

- Monitoring and evaluating the quality of learning and teaching in all classes to ensure that all teachers are successfully meeting their responsibilities.
- Monitoring and evaluating the process of all children in all curriculum areas and intervening where progress by individuals or groups is inadequate.
- Planning for increased access to the curriculum for pupils with diverse needs

### Teachers' Role

Teachers have a responsibility to:

- Use formative assessment to find out what all pupils in the class have learned and can do, and plan the next steps accordingly
- Adapt their classroom organisation and teaching style to match the learning characteristics of all the children in the class
- Devise and implement appropriate targets on an Individual Support Plan (ISPs) in consultation with children, parents and the SENDCo.

### **SEND Support Staff Role**

Some teaching assistants are trained to deliver specific interventions and are monitored by SLT. All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND. In line with the SEND Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEND.

#### **They are responsible for:**

- Contributing to ISP's and attending review meetings where possible
- Working alongside the class teacher to contribute towards planning suitable activities for their pupil, allowing them to learn as independently as possible alongside their peers
- Actively encouraging the child to interact with peers in lessons, whilst at the same time encouraging them to have as much control as possible over their actions and decisions
- Keeping records of their pupil's achievements and progress

## **SECTION 11: STORING AND MANAGING INFORMATION**

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Executive Head or the SENDCo, unless the school has Safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file (Available in electronic and Paper copy). If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

The SENDCo's SEND Folder will contain copies of the original documents; Education and Health Care Plans and any other relevant information on individual children.

The SENDCo keeps an electronic file of ISPs. SLT keeps records of Intervention Programmes and relevant assessment data. This is also held electronically on the School's Network.

## Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- Mark books
- Individual records of support work kept by the support teacher
- Records of children who are working on specific programmes
- Reading interview sheets
- Examples of work

## **SECTION 12: REVIEWING THE POLICY**

### Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning for children with SEND will be shown by:

- Ongoing teacher and teacher assistant observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs
- Records and evidence of the child's work showing progress towards curriculum objectives
- Evidence of progress towards targets at the ISP reviews
- More age-appropriate scores on standardised testing
- Discussion at an appropriate level with the child about their progress
- Discussion with parents about the child's progress
- Discussion with outside agencies about the child's progress
- Governors review outcomes of SEND provision within the school.

### Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND on a termly base.
- Making use of good practice in planning for, teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the Local Authority to support the child's needs at EHCP (statementing levels).
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

## **SECTION 13: ACCESSIBILITY**

### Access to the school environment

St Elizabeth Catholic Primary School is on a two level site. We are wheelchair accessible on the ground floor, for classrooms from nursery to Year 3. The upper level of the school

building for classrooms from Year 4-6, is accessible to children with physical disability via a lift. There is a disabled toilet located on the ground floor and all the building's doors are accessible to those with physical disabilities. The School's Community House is also equipped with a disabled toilet for parental use.

### **Access to the National Curriculum**

All class teachers, the SENDCo and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

Differentiation of the curriculum to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach.

Use of a range of teaching styles which recognise the individual learning styles of the children in the class.

There will be flexible grouping of children so that learning needs may be met in individual, small grouping or whole class contexts.

Tasks and activities may be broken down into a series of small and achievable steps for pupils who experience learning difficulties.

Use of TAs to provide additional support within literacy and numeracy lessons.

Small withdrawal group and 1:1 teaching by the SEND support staff.

Accessibility to resources to support pupils with sensory or physical difficulties

Alternative means of accessing the curriculum through ICT, and use of specialist equipment

Peer group support through mixed ability grouping, paired reading and "buddy" systems.

Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

Access to extra-curricular clubs, and to the social life of the school.

Access to the school's Learning Mentor and Parent Support Worker for both children and parents

In-Service training for all staff on the needs of children with SEND

### Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form e.g. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the school is available to all on the school's own website.

### Admission arrangements

In line with current LA policy a place at St Elizabeth Catholic Primary School is available to a child with SEND provided that:

- a) The parents wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

St Elizabeth Catholic Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **In the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **In the terms on which the responsible body offers pupils admission** to the school
- **By refusing or deliberately omitting to accept an application for admission** to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2014)

## **SECTION 14: DEALING WITH COMPLAINTS**

### Complaints Procedure

Depending on the nature of the concern, you may wish or be asked to follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of St Elizabeth Catholic Primary School policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

A copy of the complaints policy is available on the website.

## **SECTION 15: BULLYING**

**"Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights..." (United Nations Convention on the Rights of the Child Article 29)**

**"Every child has the right to relax, play and join in a wide range of cultural and artistic activities." (UNCRC Article 31)**

St Elizabeth Catholic Primary School, as a community, recognizes the existence of bullying and is proactive in dealing with it effectively.

At St Elizabeth Catholic Primary School staff, parents and children work together to create a safe, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the target(s), their friend(s), their parent(s) or other interested people.

*Please refer to Rights Respecting School (RRS)*