

ST TERESA'S RC PRIMARY SCHOOL

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SEND Policy

SEND TEAM:

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Deputy Headteacher/SENCo: Mrs. Danielle Druce - (*NASENCo award*) *October 2015*

ELSA Learning Mentor: Ms. Liz Doyle

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SEND Policy

Introduction

At St Teresa's RC Primary school, staff and Governors are committed to meeting the learning needs of all pupils. We ensure that intervention and support strategies are in place to meet the specific requirements for all pupils who have special educational needs and disability. As a school, we strongly believe that by working in partnership with parents of pupils with special educational needs and disability, the very best can be achieved for each child. Our SEN Information report (**Appendix 1**) fully outlines the practices and procedures that we follow as a school and offers parents answers and advice as to the questions that they may have, in relation to their child's specific needs. At St Teresa's, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Children and their parents are actively involved in the decision-making process.

This document was compiled in compliance with the Children and Families act of 2014 and the SEND Code of Practice 2015.

The objectives of St Teresa's SEND policy are to: -

- Ensure that our practice and policy complies with all legal and statutory requirements in relation to meeting the needs of pupils with SEND.
- Ensure that pupils with SEND are identified and are fully supported in order to access the curriculum and make appropriate progress.
- Ensure that outside agency referrals are made promptly on the identification of a specific need or disability and that these are followed up.
- Raise awareness of and offer guidance for teachers and parents in the provision for pupils with SEND.
- Outline procedures for identifying pupils with SEND.

Identification and Assessment of Pupils with Special Education Needs and Disability

The school recognises that children's learning needs are varied and complex and can be short or long term. We also recognise that SEND can result from a wide range of circumstances and situations e.g. cognitive learning difficulties, developmental delays, communication and interaction difficulties, physical, sensory, behavioural, emotional and/or psychological needs. Through effective observation and early intervention, staff will identify those individual pupils with special educational needs and disability and offer them support and quality educational provision, in order to enable them to access the curriculum at their own level and pace. St. Teresa's follows Merton's LA policy and practice and the SEND Code of Practice (2015) to identify pupils with SEN.

Identification procedures include:

- Liaising with outside nurseries/previous schools/Portage
- Noting that a child is performing below age related expectations
- Tracking of progress and attainment across year groups
- Detailed observations and assessments
- Communication and discussion with parents
- Observations on the child's emotional and physical wellbeing by staff or parents
- Health diagnosis through paediatrician or the school nurse

The school uses a 6 step approach to identification, monitoring and support. These steps are listed below:

STEP 1

The school ensures regular assessment of all pupils using tracking data at half termly pupil progress tracking meetings. Any child who shows less than expected progress, despite 'Quality First Teaching' will be discussed at these meetings and support put in place in order to accelerate the potential for progress. The SEND Code of Practice (2015) states that Quality First Teaching (QFT) is: "*Special educational provision is educational or training 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 teacher.*"

Concerns are also raised and discussed at tracking progress meetings regarding emotional well-being or behaviour of individual pupils. The ELSA Learning Mentor may be consulted at this stage in order to seek appropriate emotional support for individual pupils. Research shows that nationally that there is a direct correlation between children who are not supported well emotionally, and those failing to make appropriate progress. At St Teresa's, we pride ourselves in having a full time ELSA Learner Mentor as part of our SEND and Pastoral Care Team. We recognise that the emotional wellbeing of all pupils is as important as the academic progress of pupils and indeed that the two things absolutely go hand in hand.

If a parent or teacher has concerns about a child at any point during the school year, they should immediately express their concerns to the SENCO. It should be noted that whilst tracking meetings are used to highlight the lack of progress of pupils, pupils are continually monitored throughout the whole academic year.

STEP 2

The class teacher or SENCO will ask the parent/carer to complete a ***Parent/Carer Information Collection Sheet (Appendix 2)***. This will ensure that all relevant information about the child is considered and that relevant support and interventions are planned. The SENCO will then meet with the class teacher and parent/carer and agreed actions will be recorded at this meeting.

STEP 3

If **good progress** has been made the pupil will be taken off of the monitoring system and will return to the class tracking of progress system. If **some progress** has been made, the monitoring cycle will be repeated **once** more. If there is evidence of **less than expected progress** towards agreed outcomes despite *Quality First Teaching*, the SENCO will communicate with parents and arrange for a meeting to discuss the next steps and actions planned in order to support their child.

STEP 4

- The SENCO will carry out assessment to provide a clear analysis of pupil's needs.
- The SENCO and class teacher will then agree whether the child has a learning difficulty which requires SEND Provision.
- If there is found to be no special education needs or disability and the child is still underachieving, other causal factors will be examined e.g. attendance.
- If the child is found to have a special need or disability, a SEND Support Plan (SSP) will be compiled, which will outline the specific need/s and the support which will be put into place (**Appendix3**). The SENCO, class teacher and child's parents will discuss the plan together and agree on long term outcomes, targets and actions that will be implemented.

STEP 5

Pupils will have their SSP reviewed termly. The SENCO, class teacher and parent will meet after each term to discuss all aspects of the SSP and set new targets and actions where necessary. Outside agency support may be considered at this stage. If good progress has been made, the child will be removed from the plan and the school SEND register.

STEP 6

Evidence of Severe Special Educational Needs and Disability

If a child is found to have severe or complex needs, an Educational Health Care Plan (EHCP) may be suggested by the school in collaborative work with outside agencies. A request would then be submitted to the local authority for consideration. This document supports children through to adulthood from birth – 25 years of age. The EHCP document, replaces the former Statement of Special Educational Needs document (Statement).

Roles and Responsibilities

1. The Governing Body: The Governors, in co-operation with the Head teacher will determine the school's policy and approach to provision for children with SEND. The Governors will appoint a Governor with specific responsibility for SEND who will work closely with the SENCO to monitor the school's provision and practice.

2. The Headteacher: The Head teacher will support, enable and monitor the work of the SENCO and ensure that this policy is reviewed annually and that its content is accurate in terms of performance in school SEND practice. The Head teacher will ensure that pupils with SEND are included, can access the curriculum and have provision to meet their individual learning needs. The Head teacher will ensure that

the SENCO keeps the Governing Body informed and liaises, in particular, with the Governor with responsibility for SEND. The Head teacher along with the SENCO and the Schools Business Manager, will monitor all income and expenditure for SEND provision within the budget, to ensure that funds are appropriately allocated and that the school offers SEND pupils and their parents/carers value for money.

3. Assistant Headteacher/ SENCO: The Assistant Head teacher/SENCO has key responsibility to ensure that this policy is met, reviewed, monitored and evaluated and that all statutory requirements are met in relation to pupils with SEND. Along with the SENCO, she will support all staff through Inset, 1:1 support and induction of new staff, to ensure quality provision for pupils with SEND. The SENCO will evaluate whole school SEN provision identifying its strengths and areas for development. She will liaise with the LA over all matters relating to SEND and liaise with external and LA agencies, including other schools with expertise (e.g. Cricket Green, Carew Manor) to seek out and offer particular expertise to support all pupils with SEND.

4. Teaching Staff: Teachers are responsible for all pupils with SEND in their class. They will carry out initial identification of SEND pupils, based on effective pupil progress assessments, assessment for learning, and observations. Effective classroom management and differentiation play a key role to ensure effective SEND provision. Teaching staff are also responsible for explicitly planning additional and different provision for SEND children using SSPs, target setting and liaising with the SENCO, seeking support from her whenever necessary. Teachers also have a duty to liaise closely with parents of pupils with SEND to keep them fully involved in their child's learning and progress.

5. Teaching Support Staff: Teaching support staff, are responsible for the delivery of intervention programmes and support of SEND pupils under the direction of the class teacher and SENCO. Teaching support staff will monitor and evaluate the effectiveness of the intervention programmes that they deliver, working closely with the class teacher and SENCO, in order to evaluate measurable outcomes of provision for SEND pupils.

6. Parental Partnership: We fully recognise our duty to inform parents if special educational provision is being made for their child/children. Parents will be informed at every stage from initial identification, i.e. the monitoring stage, and at every other stage, through to final assessment. We are committed to working in partnership with parents. Regular parent partnership liaison will take place in order to ensure that parents are fully informed and can play a part in their child's learning by offering appropriate support at home. Both formal (where appropriate) and informal review meetings will take place regularly.

Monitoring and Review of the SEN Policy

This policy and its implementation will be reviewed annually by SENCO and the SEN Governor and will be presented to the Governing Body for consideration of update, amendment and addition.

Abbreviation of Terms

A full account of abbreviation of terms can be viewed in **Appendix 4**. This outlines SEND terminology which may be abbreviated in this policy or generally in relation to SEND.

Cross Reference links to other Policies

Additional referencing and information for pupils with Special Educational Needs may be sourced in the School Local Offer, Equalities, Diversity and Cohesion Policy and the Teaching and Learning Policy.