



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

SEND Policy

Cathedral Primary of ST. Saviour and ST. Mary Overie

Adopted this policy on 27th November 2018

Review Date: 1st November 2019



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SEND Policy

Introduction

This policy takes into account of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (May 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 (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

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.

Contacting the SENCo

The Special Educational Need and Disability Coordinator (SENCo) is **Louise Jinks**.

Appointments to meet the SENCO should be made through the School Office on 020 7407 2600 or the school email (school.admin@btconnect.com).

The SEND Governor is **Jolanta McCall** and can be contacted via the school office.

Section 1: Policy Aims and Objectives

Aims

The Governing Body and staff of The Cathedral School of St Saviour and St Mary Overie 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 or disability 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 Cathedral School of St Saviour and Mary Overie 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.



We currently hold the Inclusion Quality Mark (IQM) Award for the Centre of Excellence. “This award recognises those IQM Inclusive Schools which continue to demonstrate a commitment to outstanding levels of inclusive best practice. Centre of Excellence status provides an opportunity to build on current capacity with ongoing support from the IQM team. This will be reviewed annually against pre-agreed targets with support and advice to help the school to move forward in terms of its inclusive practice.”
<https://iqmaward.com/iqm-centre-of-excellence/>

Objectives

The objectives of this policy are:

- To provide a framework for the earliest identification of children with SEN and Disabilities 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 identifies 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 SEN 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, Emotional and Mental 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



- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

The purpose of identification is to work out what action the school needs to take, in order to support the child, not to fit a pupil into a category. A range of evidence is collected through 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 SENCo in order to decide whether **additional and/or different provision or further assessment** is necessary.

Parents/carers can speak to class teachers and/or the SENCo if they have concerns that their child is showing signs of having SEN.

The SENCo will liaise with parents/carers and staff if it is necessary to make a referral to external agencies for an assessment (e.g. speech and language therapist, educational psychologist).

Cathedral 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 of all pupils in their class. This will be reviewed as part of an 'Assess-Plan- Do- Review' cycle with the teacher at regular 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 Learning Plan (ILP).

It may be decided to place the child on a planned support programme (intervention group) which will be recorded and monitored. Where progress does not improve, despite planned provision, the SENCo will look into identifying any barriers to learning and SEN. A child may be placed on the school's SEND register and outside agencies contacted for further guidance and an ILP will be written to include any professional advice. Where the needs of the child are having a significant impact on their child's learning or well-being the 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.

Understanding the Levels of Support

Pupils who are identified as SEND will no longer be categorised by School Action, School Action + or pupils with a Statement. Instead the SEND register will identify pupils as either those with an EHCP or those receiving SEN Support.



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)

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 SEN register
- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking

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



In identifying children who may have special educational needs we 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 when it:

- 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 Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, Paediatricians



and Specialist Teachers. Where a number of professional agencies are involved a TAF (Team Around the Family) may be arranged to ensure that a cohesive approach is taken towards monitoring and meeting a pupils needs.

Individual Learning Plans (ILPs)

The Individual Learning Plans (ILPs) records that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. Strategies employed to enable a child to progress will be recorded within an ILP. The ILPs will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when ILP is reviewed)

Progress towards the targets can be discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCo.

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

- a) To reduce 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
- d) To increase the child's independence
- e) To adapt any current provision to better suit the child's needs

Pupil Involvement

The Individual Learning Plan (ILP) 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 ILP. 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 will be removed from the SEND register and placed on the 'monitor list' for a year to ensure on-going progress.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

At Cathedral School, 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.

Our Local offer is published on our school website by the link below.

<http://www.cathedralprimaryschool.com/about-the-school/policies/>

We will support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valuable role in their child's education
- Know about their child's education within the SEND framework
- Make their views known about how their child is educated
- Contribute to ILPs 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 Headteacher, Deputy Head, Assistant Head, SENCo and class teachers will talk both formally and informally to parents in school, or they may write, telephone or home visit if appropriate.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school database is updated termly and or more frequently as required. Any major changes will be passed on to the teacher straight away.



The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan. For more information on the schools accessibility plan please see the school office.

SECTION 8: MONITORING AND EVALUATION OF SEND

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENCo, the SEN governor, and Headteacher, this will involve the following:

- Lesson observations
- Learning Walks
- Book scrutiny
- Data analysis of intervention programmes
- Pupil progress meetings
- Seeking of parent/pupil views
- Monitoring staff training
- Monitoring the provision and impact of interventions
- SEN Audit by the governors and external agencies

SECTION 9: TRAINING AND RESOURCES

The Head Teacher 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 Speech and Language Therapy.
- 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 SENCo will access CPD as necessary and attend Network Meetings.
- When appropriate school staff will attend relevant courses run by the Local Authority (in addition to whole staff INSET days, staff meetings for teachers and training sessions for support staff)

Resource allocation

The most valuable resource is personnel who are able pupils with SEND small group or individual attention. We use ancillary staff and volunteers from the Financial Times under the direction of the class teacher to support pupils. 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 SEN and



additional equipment, teaching materials, reading material is available in the SENCo cupboard in the Teacher's Resource Room. Specially required equipment is available and can be ordered through the SENCo if financially viable.

Resources for non-statemented provision for SEND at Cathedral Primary School are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEND in both Key Stages. These funds also cover the cost of supply cover for class teachers attending termly reviews and Annual Reviews.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCo 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 at Cathedral School Primary School accept that provision for children with SEND is a matter for everyone.

The SEN Governor

The governing body

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

The Special Educational Needs and Disabilities Co-ordinator (SENCO)

Louise Jinks is responsible for the arrangements for SEND provision throughout the school. The post is part-time, currently 3 days a week.

Role of SENCo

The SENCo will have responsibility for:

- Overseeing the day to day operation of the SEND Policy
- Co-ordinating provision for children with special educational needs
- Monitoring progress of pupils with SEND
- Liaising with and advising teachers

- Advising and training support staff and midday meals supervisors
- 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 some including the Speech and Language Therapist, Educational Psychologist, Early Help Team, Occupational Therapy Team and many more
- Reporting to the SEN Governor and the Governing Body
- Co-ordinating review procedures

Senior Leadership Team (SLT) and Inclusion Team Role

The SLT 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:

- Raise concerns about any pupils with potential SEND (as identified in the 4 categories of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory/Physical needs)
- Use formative assessment to find out what all pupils in the class have learned and can do, and plan the next steps accordingly
- Where necessary, adapt planning to meet the needs of pupils with SEND
- 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 ILPs in consultation with children, parents/carers and the SENCo

Support Staff Role

Some support staff are trained to deliver specific interventions and are monitored by the SENCo. 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 SEN Code of Practice, the class teacher is the first port of call for the support staff to discuss issues relating to pupils with SEND.

They are responsible for:

- Contributing to ILPs 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 Headteacher or the SENCO, unless the school has Safeguarding concerns.

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

The SENCO keeps a file with relevant information (e.g. list of pupils with SEND, records of Intervention Programmes, assessment data etc.). This may also be held electronically securely on the School's Network.

Other Records

As a part of the continuous assessment of our learners some other forms of records include:

- Marking 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 – see records of achievement and assessment folders

SECTION 12: REVIEWING THE POLICY

Monitoring the success of the SEN Policy

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

- Ongoing teacher and TA observations of the child in the daily classroom setting
- Differentiated 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 ILP reviews
- More age-appropriate scores on standardised testing
- Discussion at an appropriate level with the child about their progress (including in Pupil Progress Meetings)
- Discussion with parents about the child's progress
- Discussion with outside agencies about the child's progress
- Monitoring interventions in terms of their impact (and adapting them if appropriate)



Evaluating the success of the SEN Policy

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

- Having the systems in place to identify children with SEND as early as possible
- 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 LA to support the child's needs (e.g. with an EHCP)
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents/carers
- Encouraging a multi-disciplinary approach whenever possible
- Review annually

SECTION 13: ACCESSIBILITY

Access to the school environment

We are a single storey building which has recently been adapted to include ramps for wheelchair access. We have improved our facilities for visually impaired adults and children and we have extensive Information and Communication (ICT) facilities which allow students of all abilities to use word processing as an aid to learning. We endeavour to provide any necessary equipment needed to include all children and allow them to access the curriculum successfully.

Access to the National Curriculum

All class teachers, the SENCo 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 rigorous 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 match tasks to ability
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class
- Use of visual aids where necessary
- Use of support staff to provide additional help within literacy and numeracy lessons
- Small withdrawal group and 1:1 teaching by some 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 Home School Liaison Officer for both children and parents/carers
- 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

Please see schools admission policy on the following link.

<http://www.cathedralprimaryschool.com/parents/admissions/>

SECTION 14: DEALING WITH COMPLAINTS

Complaints Procedure

Depending on the nature of the concern, you may wish or be asked to follow the schools 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 Cathedral Primary School's 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.

Please see complaints policy on the school website if you require further information.

<http://www.cathedralprimaryschool.com/about-the-school/policies/>

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)

Cathedral Primary School, as a community, recognises the existence of bullying and is proactive in dealing with it effectively.

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 Cathedral 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 our Anti-bullying policy.