



# St Thomas of Canterbury Catholic Primary School

*Where every child is special*

## Special Educational Needs and Disability (SEND) Policy

Policy compiled by:

Inclusion Leader

Date of last review:

Autumn 2017

Review Date:

Autumn 2018



### OUR MISSION STATEMENT

*God's love is at the heart of our  
Catholic School family.*

*We show this in our respect,  
kindness and love for others and by  
treating other people as we wish to  
be treated ourselves.*

*We will encourage everyone to be  
the best that we can be.*

### OUR SHARED VISION

*Every child at St Thomas of Canterbury is  
special and will achieve their full  
potential academically, socially, spiritually  
and emotionally through the provision of a  
loving community and rich and varied  
learning opportunities and the highest  
quality teaching and learning.*

*Every staff member at St Thomas of  
Canterbury will feel valued and enabled to  
provide the opportunities that we want for  
our children and to do so as part of a  
loving community which has the highest  
expectations of and for all.*

*Every Governor at St Thomas of Canterbury  
will feel valued and enabled to act as a  
critical friend to the School and to be  
accountable for the School's strategy. They  
will play a visible role supporting all  
children, their parents and staff at School  
and in the wider community, to provide  
the best environment possible for learning  
and spiritual growth.*

### OUR AIMS

- *To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the School and society.*
- *To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.*
- *To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.*
- *To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.*
- *To nurture a strong partnership between home and School.*



- To have respect and understanding for our School, our community and our world, helping our children to become responsible citizens and good role models.

## OUR GOLDEN RULE

We treat others as we would like to be treated

## Introduction

St Thomas of Canterbury School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At St Thomas of Canterbury School every teacher is a teacher of every pupil including those with SEND.

At St Thomas of Canterbury 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 young 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'*

## Key Roles and Responsibilities

At St Thomas of Canterbury School, inclusion is managed by a team with an Inclusion Team Leader who provides strategic leadership of the Inclusion Team in order to promote effective teaching and learning for pupils. Our SENCOs and home school link worker make up the rest of the team. Our SENCO role has responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans or statements yet to transfer to EHC Plans. Part of the role of the Inclusion Team is to co-ordinate arrangements with the class team/subject lead regarding those with SEN and disabilities.

**Inclusion Team Leader:** Mrs Kate Carter  
**Contact Details:** [mrscarter@st-thomas.surrey.sch.uk](mailto:mrscarter@st-thomas.surrey.sch.uk)

### Team

SENCOs:	Mrs Caroline McNiff	<a href="mailto:senco@st-thomas.surrey.sch.uk">senco@st-thomas.surrey.sch.uk</a>
	Mrs Laura Terry	<a href="mailto:mrsterry@st-thomas.surrey.sch.uk">mrsterry@st-thomas.surrey.sch.uk</a>
SEN Governor:		Mark Richmond
Designated Teacher with specific Safeguarding responsibility:		Mrs Kate Carter (Lead and Deputy Headteacher)
		Mr Neil Lewin (Head Teacher)
		Mr Mark Jones
Staff member responsible for managing PP/LAC funding:		Mrs Kate Carter
Staff member responsible for managing the schools responsibility for meeting the medical needs of pupils:		Mr Mark Jones



## Formulation of this policy

This policy was created in partnership with the SEN Reference Group/ Parent Forum which includes the Headteacher, the SEN Governor, SENCO, representative staff and parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). A wide group of parents, governors, staff and pupils were also consulted.

## How can parents access this policy?

The policy can be accessed in a number of ways:

- The school website under 'About Our School>Policies' and on the Inclusion Page
- A hard copy on request at the school office

Copies can be made available in a different format e.g. enlarged font on request.

## Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) ( see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Aims and Objectives

### Aims

At St Thomas of Canterbury School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in the school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

### Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities.



## Identification of Needs

The four areas of need are categorised as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

At St Thomas of Canterbury School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

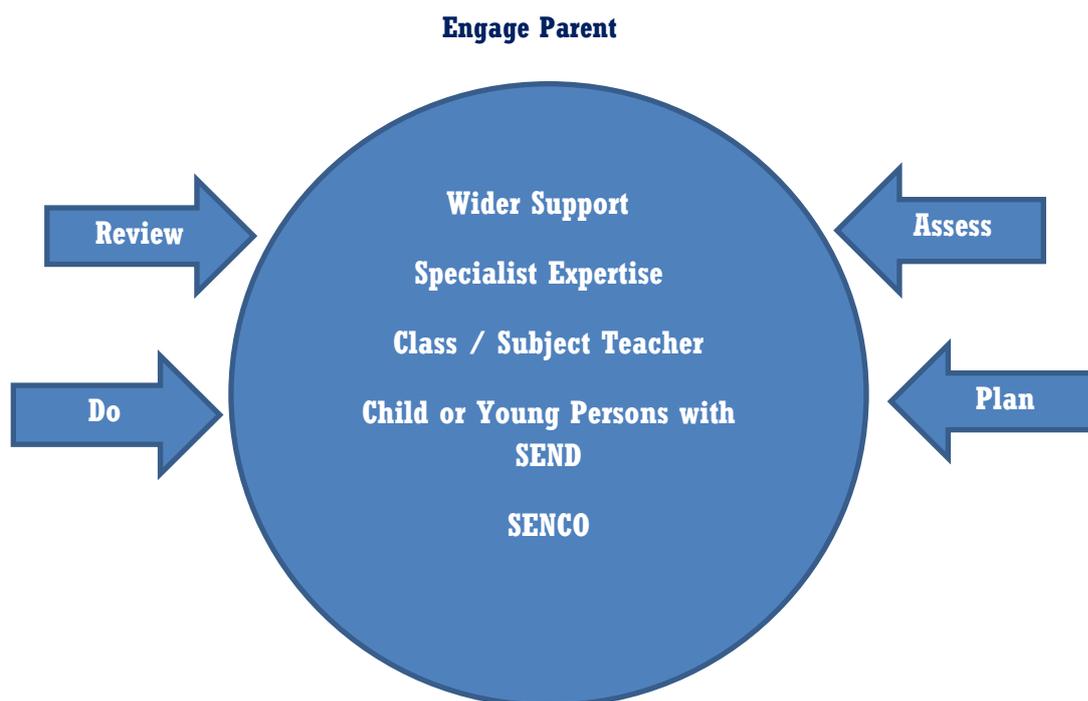
## A Graduated Approach to SEN Support

This section will explain the process followed by St Thomas of Canterbury School to identify and manage pupils with SEN and disability.

The following criteria will inform our placing of a pupil on the SEN register:

### What work has to be done and by whom:

#### A Whole School Approach:



At St Thomas of Canterbury School we provide good Quality First Teaching for all. As a whole staff we identified what this looks like at our school. These qualities are reviewed and updated on a regular basis through discussion and training during staff meetings, development sessions and inset days.

Every teacher at St Thomas of Canterbury School is a teacher of SEN. Individuals are provided for from the planning stage and personalised learning opportunities are identified on planning. Individual needs are taken in to account and teachers support children with a flexible approach to their specific learning needs.



Good quality personalised teaching is the first step in responding to pupils who may have SEN.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The progress of all pupils is monitored regularly (see assessment policy) and teachers meet with senior leaders to discuss pupil progress on a half termly basis.

Additional intervention and support cannot compensate for a lack of good quality teaching. At our school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We have a robust monitoring schedule and there are termly observations for all teaching staff by both the Head and other members of the Senior Leadership Team.

Matters arising in relation to Special Educational Needs are discussed weekly at staff meetings and Senior Leadership Team meetings. Time is designated to staff development sessions and INSET days in order to develop teacher's understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Advice is regularly sought from specialist teaching teams and other outside agencies and more individual training delivered both internally and externally are arranged on a 'needs led' basis.

## **Deciding whether to make special educational provision**

Identification of a need for special educational provision will involve the teacher and SENCOS considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes and any specific assessments

Teachers ensure that good quality first teaching and personalised learning with effective differentiation is consistently in place prior to arranging any 'additional' to and 'different from' provision.

At St Thomas of Canterbury School we work closely with a range of outside agencies:

- Educational Psychologists
- Specialist Teaching Team for Learning and Language Support
- Specialist Teaching Team for Behaviour Support
- REMA
- Advisory Teachers for Visual Impairment
- Advisory Teachers for Hearing Impairment
- Advisory Teachers for Physical and Sensory Support
- Paediatricians
- Occupational Therapists
- Physiotherapists
- Speech and Language Services
- CAMHS
- Specialist Schools offering outreach support such as Gosden House and Freemantles School

We seek advice from the above agencies, access training support and courses or refer to their services for specific involvement for a particular child.



## Making the decision to place pupils on the register

At St Thomas of Canterbury School we support children through an 'Assess – Plan – Do - Review Cycle'.



We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals for example Educational Psychologists and Specialist Teachers.

Where SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who support the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Support Assistants or specialist staff who provide support set out in the plan and monitor the progress being made. The Inclusion Team will provide support, guidance and advice for the teacher.

The plan, including the impact of the support and interventions will be reviewed each term by the teacher, Inclusion Leader, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

At St Thomas of Canterbury School, if a teacher or parent/carer has a concern about a child they will hold an initial meeting between the class teacher and parent/carer. An initial form will be completed outlining the child's strengths and areas of concern along with details of the support put in place to help the child achieve any desired outcomes. An appropriate review date will be agreed.



At the review, progress against the agreed outcomes will be discussed. Evidence to support progress should be documented. If agreed outcomes have been met the child and family exit the process and records should remain with the class teacher.

If it is deemed that not enough progress has been made against the agreed outcomes then further action needs to be taken. This may take the form of:

- A one page profile to be completed
- A SEND Support Arrangements to be completed
- A costed provision map to be generated
- Involvement of outside agencies
- The child may be put on the SEN register.

The SEND Support Arrangements will then be reviewed on a termly basis with the Class Teacher, child, parent/carer, Inclusion Leader and any outside agencies with on-going involvement.

If at any stage of review it is deemed that the child's needs are not able to be met within SEND Support, the Inclusion Team Leader will organise a review meeting, make any necessary amendments to the plan and begin arrangements to apply for an Education Health and Care Plan if appropriate. For pupils with an Education, Health and Care Plan (EHCP) the LA must review the plan at least annually.

## **Involving parents, families, children and young people in the process**

Children and their parents and carers are involved in their provision from the outset.

Where initial concerns are raised parents/carers will be invited in to a meeting with the class teacher.

Once the Plan-Do-Review cycle is underway, parents/carers will be invited in on a termly basis (or sooner if necessary) to discuss progress against outcomes and contribute to the next steps. All children involved in the Plan-Do-Review cycle will participate in completing a one-page profile.

In EYFS and Key Stage 1 children will participate in their reviews by undertaking an activity with a familiar adult to hear their thoughts and views.

Children in Key Stage 2 will be invited to attend their review if they wish as well as having an opportunity to review their one-page profile with a familiar adult.

## **SEN Provision**

### **What could Additional Support mean?**

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time



- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

## **Managing the needs of Pupils on the SEN Register**

St Thomas of Canterbury School has two people sharing the SENCO role: Mrs Caroline McNiff and Mrs Laura Terry. The role of the Special Educational Needs Co-ordinator is incorporated in to the role of SENCO. The Inclusion Leader is a member of Senior Leadership Team. The class teacher holds responsibility for all of the children in their class and monitors and reviews progress for that child even if they are receiving additional support from a different teacher. Learning Support Assistants work under the direction of Class Teacher and/or Inclusion Team.

Specialist staff come in to the school and work directly with children or observe staff and offer training opportunities.

Class Teachers, supported by the Inclusion Team are responsible for setting up initial meetings and review meetings with parents/carers and storing the paperwork that relates to those meetings. If it is deemed necessary to begin a SEND Support Arrangements for a child, the Class Teacher will liaise with the Inclusion Team Leader to set up a meeting involving all parties. The SENCOS are then responsible for updating and re-distributing the plan once it has been reviewed and all parties have contributed. The Class Teacher retains responsibility for the learning and progress of the pupil.

Parent consultations happen twice during the academic year. Once in the Autumn and once in the Spring Term, during these meetings pupils who have a SEND Support Arrangements will have their targets reviewed.

- Initial SEND Support Arrangements and outcomes can be started at any point in the school year
- Children can be escalated or de-escalated during the Plan-Do-Review cycle at any point during the school year

The school generates Provision maps by year group and the impact evaluated. Individual provision maps are created for those children whose needs exceed School Support i.e. those having a SEND Support Arrangements Review meeting or an EHCP application.

SEND Support Arrangements record provision and desired outcomes while one page profiles demonstrate the child's view.

The needs of all pupils are met through Wave 1 quality first teaching for all (see document on website). Class Teachers are able to access advice through specialist teacher services and other outside agencies. Monitoring of teaching and planning is carried out by all members of the Senior Leadership Team. There is a whole school approach and all staff have access to SEND Support Arrangements and provision maps. The school works transparently and considers working together with parents to be of the utmost importance. Targeted interventions that are time bonded and have the impact evaluated.

There are a range of evidence based interventions available within school. These include:

- 5 minute box
- SNAP Maths
- First Class @ Number 1
- ELSA
- Success in Arithmetic
- Write Away
- Jump Ahead
- Rainbows



- Precision Teaching

Children at St Thomas of Canterbury School are taught all together in their class by their class teacher so that they can learn alongside their peers. Tasks are personalised and differentiated within the classroom. Class Teachers and Learning Support Assistants may work with smaller focus groups within the classroom environment. Children are not withdrawn from learning alongside their peers unless it is deemed absolutely necessary. Children receiving provision that is in addition to or different from that of their peers will have smart targets and interventions will be carefully selected to support those targets.

Where a child is not making progress against their desired outcomes despite a robust Plan-Do-Review cycle it is deemed necessary to escalate the level of support. A holistic assessment will be carried out through a meeting with parents.

St Thomas of Canterbury School has good links with outside agencies. There is targeted support for class teachers. Where outside agencies are involved in setting up the support for specific children, that support is linked with the 'Plan-Do-Review' cycle. Parents are invited to meetings together with the class teacher and specialist support so that desired outcomes are identified through a collaborative approach.

The SENCOS manage and maintain the SEN register. The Inclusion Team reviews this on a termly basis in line with provision maps and pupil outcome review meetings during the 'Plan-do-review' process however it can be altered at other times should changes occur. The level of provision for a child is needs led.

We consider what support the child needs in order to achieve the desired outcomes. Provision is therefore flexible and tailored to meet the needs of those children.

Where children are on the SEN register, but, through the Plan-Do-Review cycle it is evident that they can be supported and make and maintain good progress through the school's core offer they can be removed from the SEN register.

## **Supporting parents/carers and young people**

Parents and carers can seek further information from a variety of sources. These may include:

- The SEN Information Report
- Surrey's Local Offer which includes other agencies who provide a service
- Admission Policy
- Administration of Medicines Policy
- arrangements
- Access arrangements for exams and
- Transition arrangements from nursery settings, between classes, key stages, to other schools

## **Supporting pupils at school with medical conditions**

This section has been compiled in accordance with the DfE Supporting Pupils at School with Medical Conditions Statutory Guidance September 2014.

St Thomas of Canterbury School recognises that pupils with medical conditions should be properly supported so that they may have full access to education including school trips and physical education.

Pupils who have an identified medical need will have an Individual Health Care Plan which is put together with school staff and parents/ carers. The plan will include:



- An overview of the condition, its triggers, signs, symptoms and treatments
- The pupils resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g., crowded corridors, travel time between lessons etc.
- Specific support for the pupil's educational, social and emotional needs
- Level of support needed and appropriate monitoring arrangements
- Who will provide this support along with any training needs and cover arrangements when they are unavailable
- Details of any special consideration and arrangements that should be in place during the school day, taking part in special activities or out on school trips and any risk assessments that should be in place
- Contact details including emergency contact details
- Emergency plan

Where children also have special educational needs (SEN) and may have a statement of Education, Health Care (EHC) plan, the Education, Health Care plan will bring together health and social needs, as well as their special educational provision.

## **Monitoring and evaluation of SEN**

At St Thomas of Canterbury School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements. This is done in several different ways:

- The Inclusion Leader meets termly with the SEN Governor to monitor the development and progress of the Inclusion Development Plan.
- There are also termly reviews with Head Teacher and Business Manager to review allocation of resources and quality of impact on the children's development and learning. These discussions relate closely to the evaluation of provision maps and monitoring of the impact of provision.
- We are developing a SEN Forum group. The group will consist of the Head Teacher, Inclusion Leader, Sencos, SEN Governor, a Class Teacher, a Parent and a Key Stage 2 pupil.
- Through reviewing the impact and progress in the School Improvement Plan and Inclusion Development Plan.
- Questionnaires and surveys involving all stakeholders
- We participate in external audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- We develop best practice e.g. modernisation of pupil progress through SENCO networks and local partnerships

## **Training and development**

At St Thomas of Canterbury we recognise the importance of regular training for our staff. Training needs are identified through appraisal, monitoring, observation and when recognising the needs of the pupils within a class. Training needs form part of the Inclusion Development Plan.

Training for staff is accessed in a variety of ways:

- In house training at staff meetings, twilight and INSET days by the Inclusion Leader
- External training courses through Specialist Teaching Teams and Babcock for example
- Specialist Teachers and other professionals delivering personalised training sessions in house

## **Storing and Managing Information**

At St Thomas of Canterbury School we store information sensitively and securely. All pupils receiving support at SEN support level or with Education, Health and Care Plans have an individual file.



Class teachers receive copies of reports and other information deemed necessary to enable good provision for the child to be in place. These records are kept within a designated file, in a secure place within the classroom.

When a child moves on to a new year group within the school the designated file is passed on to the new class teacher as part of our transition programme.

Where a child transitions to a new school, a meeting will be arranged with the Inclusion Leader and designated person at the new setting. The child's individual file is then passed on to the new setting. Any copies of files remaining at St Thomas of Canterbury are kept for 1 year after the child has moved on before being destroyed.

## **Transition Arrangements**

We plan according to the individual needs of the child, to make transition between classes including into reception as smooth as possible. This may include:

- Additional meetings for the parent and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

## **Transition to Secondary School**

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of year 5 or the Autumn Term of Year 6. We have good links with our main feeder secondary schools. Our Year 6 teaching staff liaise closely with secondary colleagues. Pupils make visits to their new schools and again, enhanced transition arrangements are tailored to meet the individual needs of the child.

## **Reviewing the SEN Policy**

In line with all school policies the SEN Policy will be kept under regular review by the School's SLT and Governors. This policy will be under constant review by the Inclusion Leader to ensure compliance with statutory requirements and best practice. The process for the formal review of this policy will begin in July 2017. This process will include all stakeholders including from our new SEN Forum.

## **Comments, compliments and complaints**

At St Thomas of Canterbury we do our best to ensure that every child receives the provision that they need and that positive relationships with parents/carers and other stakeholders are developed and nurtured. We believe the joint working and good communication is key to successful provision.

Should anyone wish to make a complaint:

- In the first instance concerns should be shared with the class teacher
- Where concerns are not able to be rectified with the class teacher, the Inclusion Leader should be contacted Mrs Carter, 01483 888388 or [mrs Carter@st-thomas.surrey.sch.uk](mailto:mrs Carter@st-thomas.surrey.sch.uk)
- Further concerns should be directed to the Headteacher, Mr Neil Lewin. Mr Lewin can be contacted on 01483 888388 or [mrlewin@st-thomas.surrey.sch.uk](mailto:mrlewin@st-thomas.surrey.sch.uk)
- The School follows Surrey's complaints procedure and guidance which is available on the School and Surrey websites.

Where parents/carers wish to seek advice outside of the school environment please go to [www.surreysendlo.gov.uk](http://www.surreysendlo.gov.uk) where you will find links to advice services within Surrey and Parent



Partnership Support Services who offer impartial advice, support and representation for parents/carers.

## **Related Policies**

This policy has been developed with reference to other key policies within the school:

- Equality and Single Equality Scheme
- Anti-bullying
- Behaviour
- Child Protection
- Safeguarding
- Teaching and Learning
- Assessment
- Marking and feedback policy

## **Key Documentation**

The following documents have informed this policy:

- ✓ Special educational needs and disability code of practice : 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ Keeping children safe in education (2016)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- ✓ Surrey SEND 14 Toolkit for Pathway and EHC Plans