



Our Lady of Muswell Catholic Primary School

One community
Love of Learning
Making time for God

Special Educational Needs or Disability Policy

Agreed: Spring 2018
Date for Review: Spring 2019

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0– 25* (29 July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (29 July 2014)
- Schools SEND Information Report Regulations (2014)
- 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

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Introduction

“All people are . . . created in God’s image; they have the same nature and origin and, being redeemed by Christ, they enjoy the same divine calling and destiny’ (Gaudium et Spes, 29).

At Our Lady of Muswell Catholic Primary School, all children’s unique gifts are valued. Children are helped to achieve success and have confidence in themselves as learners.

We believe that every pupil has the right to an education that maximises their personal potential and life opportunities. Every teacher, is a teacher of every child, including those with a special educational need. Every pupil with a special educational need has the right to a broad and balanced curriculum, including full access to the national curriculum. The needs of all our pupils with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters respect and dignity, values differences, and ensures high expectations, whilst providing the support needed to meet these expectations. To this end we ensure that all children with special educational needs and disabilities (SEND) are identified at the earliest opportunity and appropriate action is taken.

This policy was created by the school’s Inclusion Leader and has been updated to reflect the SEND Code of Practice 0-25 guidance, in liaison with the Senior Leadership Team. It is being shared with all governors, staff and parents with any feedback gratefully received. This is a working document, detailing a co-produced policy in the spirit of current reform.

The school’s SEND Report is published on the school website. www.ourladymuswell.haringey.sch.uk

Key Personnel

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Definition of Special Educational Needs or Disabilities

Children have a special educational need if they have a learning difficulty in the classroom 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 authority.

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children will not be automatically regarded as having SEND because of lower attainment. Children may be attaining lower due to gaps in their learning which will need to be identified and filled. This is not SEND needs.

Areas of Need

The 4 broad areas of need are as follows:

1. Communication and interaction

Including:

- Autistic Spectrum Disorder (ASD)
- Speech Language and Communication (SLCN)

2. Cognition and learning

Including:

Specific Learning difficulties, e.g. Dyslexia, Dyspraxia

3. Social, Emotional and Mental Health Difficulties

4. Sensory and /or physical needs

Including:

- Physical Disability (PD) and Complex Medical Needs;
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi- Sensory Impairment.

These four broad areas give an overview of the range of the needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At Our Lady of Muswell the needs of the pupils are identified by considering the needs of the whole child, not just any special educational need.

Areas that are not SEND but may impact on progress and attainment include:

- 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 SEND);
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of a Serviceman/woman.

Behaviour, as a need, is not an acceptable way of describing SEND. The underlying cause of the behaviour is identified and addressed based on the school knowing the pupil well,

A graduated approach to SEND support

At Our Lady of Muswell, high quality first teaching is the first step in responding to children who have or may have SEND. They will be taught strategies to overcome any difficulties or challenges they may experience. This involves:

- Knowing how well pupils are achieving;
- Knowing how to prevent underachievement – highlighting next steps and tracking progression;
- Identifying potential barriers to learning
- Knowing what to do to meet all children's needs and prevent underachievement;
- Continuously reviewing provision as well as its impact.

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. Any additional intervention or support works in conjunction with (not in place of) high quality teaching. This high quality teaching is regularly and carefully reviewed. Where necessary, measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered, may be put in place.

The decision to make special educational provision involves the teacher and the Inclusion Leader considering all information regarding a pupil's progress, alongside national data and expectations of progress. This is a holistic process where we look at the child as a whole and consider how we can best meet their needs. This decision will also involve discussions with parents/carers to ensure we are all working together.

We follow the ASSESS – PLAN – DO – REVIEW cycle. Before implementing any provision, there will be thorough assessments to ensure that the provision is the most suitable for the need and the desired outcome. The provision will be implemented and then the outcomes reviewed according to the specific criteria.

For a more complex level of need we will also draw on the expertise of external agencies and professionals such as:

- Educational Psychologists;
- Speech and Language therapists etc.

Any referrals require the consent of parents/carers. We strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome.

SEND Aims at Our Lady of Muswell

- To reflect the distinctive nature of the Catholic school.
- To identify children with special educational needs and disabilities at the earliest stage.
- To enable children with special educational needs and disabilities to make progress and to fully develop their skills and abilities.
- To enable all children to participate in every aspect of school life as fully as possible.
- To promote and build positive relationships with parents of children with special educational needs and disabilities.
- To work in close partnership with parents to include them in decision making and supporting their children.
- To seek the views of the child and take these into account when setting and meeting targets.
- To use additional staff and funding to maximise learning opportunities for all children.

Roles and Responsibilities

Inclusion Leader

The Inclusion Leader is Jane Ronan and is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising staff, including class teachers, LSAs and TAs.

- Overseeing the records of all children with special educational needs and disabilities
- Monitoring provision for and progress of children with special educational needs and disabilities (through data analysis, record keeping, learning walks, planning monitoring, work scrutiny, pupil interviews and attending pupil reviews)
- Coordinating SEND support plan meetings with parents.
- Liaising with parents/carers of children with special educational needs and disabilities during termly, annual reviews and informal meetings
- Contributing to the in-service training of staff
- Attending training, including keeping informed of new initiatives
- Liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies
- Reviewing and updating the school's SEND register, provision map and intervention programmes
- Liaising with the local authority on SEND issues
- Carrying out assessments and observations of pupils with learning difficulties
- Liaising with SEND Governor and reporting to the Governor's Teaching and Learning committee
- Identifying priority targets for the school development plan

The Governing Body

The Governing Body is fully involved in developing and monitoring the school's SEND policy.

The Inclusion Governor is Imran Chaudry, who is responsible for:

- Collaborating with the Head teacher and Inclusion Leader to ensure that relevant information is communicated to the governing body to enable the governing body to fulfill its role in evaluating the success of the education which is provided to pupils with special educational needs and disabilities.
- Liaising with Inclusion Leader.
- Dealing with complaints procedure concerning provision for pupils with SEND.

Class Teachers

All teachers are teachers of children with special educational needs and disabilities.

Teachers plan a carefully differentiated curriculum and make suitable adaptations for children with particular needs with the aim of enabling the children to access the National Curriculum and to develop social and personal skills. At these times, children with SEND would be working towards targets set out in their SEND support plan (SENDsp) for special educational needs.

Teachers plan, provide and review SENDsp targets, attend review meetings and provide reports for annual reviews.

While carrying out these responsibilities, class teachers work closely with parents/carers and support staff and report to the Inclusion Leader and Head teacher.

Support Staff

Teaching Assistants and Learning Support Assistants work alongside the class teacher supporting within the classroom setting, they carry out intervention programmes for children with special educational needs and disabilities.

They maintain records detailing children's progress against SENDsp targets, giving feedback to teachers about pupils' responses to tasks and strategies. Amendments are made to class planning and intervention groups as necessary.

Teaching assistants and Learning Support Assistants will complete an annotated time table of the interventions completed in a week indicating the success and progress of the child in their notes. This time table will be given to the inclusion manager on their last working day of that week.

External support

The school has links with a wide range of support services. The Inclusion Manager is responsible for liaising with these agencies and for enabling class teacher and parents/carers to meet with appropriate personnel.

Support services include

- Educational Psychologist
- Educational Welfare Officer
- Behaviour Support Service
- Speech and Language Therapists
- Language support teacher
- Occupational Therapist
- School Nurse
- RNIB
- Haringey Hearing Impairment team
- Great Ormond Street Hospital
- Parent Partnership Services
- Child and Adult Mental Health Service (CAMHS)
- Social services
- Bishop Harvey Family Service
- Early Help Forums

Identification, Assessment and Provision for children with SEND/D

Stages of Special Educational Needs Provision:

1) Initial action

Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will initially consult the Inclusion Leader to attempt to identify cause or gap in learning which is restricting the child's progress. Together they will develop initial strategies/ interventions to support progress. The key to identifying what a child is first identifying what they can do and working from there.

We recognise that some difficulties in learning may be caused or made greater by the school's learning environment and or relationships. The class teacher will therefore look at the following matters in order to decide whether these could be developed to enable the child to

learn effectively: classroom organisation, teaching materials, teaching style and differentiation. These strategies are used to support all children with a variety of special needs and disabilities

All strategies will be monitored for progress and given a clear date for review

If this intervention does not lead to adequate progress, the class teacher will review, with the Inclusion Manager, the strategies which have been used. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that the child is not making adequate progress.

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

2) SEND

If after the initial support and intervention a child does not make progress and falls into the following definition they will then added to the SEND register.

Children have a special educational need if they have a learning difficulty in the classroom 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 authority.

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

When a child has been identified as having special education needs, and requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, the child's name and details will be placed on the school's Special Educational Needs Register, which is reviewed and up-dated termly. Information on the interventions that are considered part of the school's usual differentiated curriculum is included in the School Provision (see appendix 1). The triggers for intervention are underpinned by evidence through assessment, about a child who shows any of the following:

- Despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

For assessment purposes it will be important to notify the parent/carer of the child of the ongoing concerns and seek permission to request support from outside agencies.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised support plan. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The Inclusion Leader and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

Inclusion and provision of support

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in assemblies and school productions and have access to the wider curriculum. Children with special educational needs should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a short-term solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

This will include:

- Small group withdrawal with Inclusion Manager, Learning Support Assistant, Learning Support Teacher or Teaching Assistant, using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities.

Strategies employed to enable the child to progress will be recorded within an SEND support plan.

SEND support plans (SENDsp) (see appendix 2)

The SENDsp 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 the SENDsp is reviewed)

The SENDsp will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and wherever possible, the child will be involved in the review and target-setting processes.

3 A request for support from external services

The triggers for support from external services

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for significant support from external services is likely to follow a decision taken by the Inclusion Manager and colleagues, in consultation with parents, at a review of the child's SENDsp.

A Single Agency Referral Form (SARF) will be used to request support from outside agencies maintaining confidentiality between services and ensuring safeguarding of the child. The SARF will always be completed with the parent /carer of the child.

4) Educational Health Care Plan

For most children the help school can give is enough to meet their needs but a small number need more help than school can provide. A request for statutory assessment can be made by the school to the local authority. The school follows the LA's guidelines in making this request.

The assessment will involve the pupil, parents, carers teachers, TAs LSAs and all outside agencies otherwise known as Team Around the Child (TAC). If the assessment shows that a child does need more help than the school can provide, then the LEA will make an Educational Health Care Plan (EHCP).

5) Educational Health Care Plan (EHCP)

Once the EHCP is finalised, it is a legal document and specifies the nature of the child's SEND, the SEND provision from the LA and the school, the objectives to be met, arrangements for monitoring progress, the type of school, non-educational needs with non-educational provision.

The School follows the LA guidelines for implementing the EHCP. These include holding a meeting to which parents, professionals and relevant school staff are invited:

1. Within the first two months after a new EHCP is issued, to set targets and discuss strategies to be used.
2. To annually review the EHCP. The feelings and opinions of the child and parents and Team Around the Child (TAC) will be sought before the meeting. The review will focus on what the child has achieved as well as on any difficulties that need to be resolved, and any changes that need to be made to the wording of the EHCP.
3. Children with an EHC plan will have a pupil profile which reflects the child's aspirations, strengths and needs. The pupil profile will be reviewed annually.

6) Educational Health Care Plan Transfer (EHCP)

Children who already have a statement will transfer to EHCP in accordance with the LA guidelines

Involving Children

All children should be involved in every stage of the procedures including review meetings, setting targets and reviewing targets. We recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them.

If appropriate, children are invited to the SEND support plan review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

Partnership with Parents

The school recognises that parents are the primary educators of their children and is keen to support them in forming their children for life. Partnership with parents plays an essential role in enabling children with SEND to make progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better.

Parents will be informed immediately and involved if the school feels that their child may have special educational needs by being invited to a meeting with the class teacher and inclusion manager to set up an Individual Educational Plan. If a child is on the SEND register and therefore has an SEND support plan, parents will also be invited to termly reviews with the class teacher and Inclusion Leader to discuss their child's progress and SEND support plan targets. Home / school diaries may also be used to increase dialogue and monitor progress between parents and teachers. The Inclusion Leader is available during parent-teacher consultations. In addition, parents are invited to meet the Inclusion Manager formally (by appointment) or informally to discuss their child's needs.

Admission and Transition

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met. Phased entry may be helpful to ensure smoother transition. Records will be sought from previous schools/nurseries and meetings held if appropriate.

At the end of each school year, class teachers meet to share and pass on essential information and records (including most recent SEND Support Plans, relevant reports and chronology of support) about children with SEND.

When a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer. Inclusion Managers from secondary school are invited to the summer term SENDsp meetings to aid the transition process.

Staffing and Funding

The Inclusion Manager has an annual budget agreed by the head teacher and governors to provide resources and materials to support children with SEND.

Inset and staff development

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children. Training sessions are held for staff to address and identify needs.

The inclusion Leader attends necessary training (eg. SENDCo accreditation), as well as Haringey forums and conferences and triad meetings with cluster group schools (Coldfall Primary, Rhodes Ave Primary). Information from these are shared with relevant parties e.g. staff, governors.

Staff are encouraged to share skills and develop an understanding of different interventions through regular meetings.

Complaints

The school follows the Catholic Education Service complaints policy. Copies are available from the school office.

Criteria for measuring the success of the SEND/D policy

- The school's Catholic ethos is embedded in the policy, recognising that each child is made in the likeness of God
- Effective assessment systems and documentation for the early identification of Special Educational Needs and Disabilities in place
- Children involved as fully as possible by taking their opinions into account when reviewing progress and setting new targets
- Children's progress and attainment reviewed on a termly basis by all staff involved with the children
- Accurate records kept for all pupils with SEND
- Classroom strategies/provision in place to ensure that all children with SEND or a disability are supported in accessing the teaching and learning taking place
- SEND Support Plans are produced with realistic and achievable targets.

Our Lady of Muswell Provision Appendix 1

Area of need	Assessment	Provision in class	Provision out of class - group support	Provision out of class - individual support
Communication and Interaction (including autistic spectrum disorders)	Speech and language checklists Formal / informal assessments of work – termly tracking of levels Speech link Rec, Y1 ,Y2	Modelling by adult Preparation of children before session Visual supports Step by step tasks Quiet places to work Visual timetables Clearly labelled resources Short simple instructions Explain changes of routine in advance Direct, concrete questions at appropriate level Support through use of writing frames, templates, mind maps Immediate and individualised reward systems Communicate in Print software PECs (Picture exchange communication system) Makaton signing Reduce information carrying words – simple instructions Processing time Support oral work with talk	Time to Talk Talk for Thinking Talking Partners Socially Speaking PECs (Picture exchange communication system) Makaton signing Speech and language therapy recommended programmes Social stories Talk boost Speech link	Widgets/PECs (Picture exchange communication system) Makaton signing Language support/Speech and language therapy recommended programmes Individual work station Individual timetable as appropriate Social stories Lego Club
Cognition and learning	Phonological Assessment	Pre teaching of key vocabulary and concepts Use visual and kinaesthetic learning e.g. pictures, diagrams, practical equipment, photographs, objects, moving/doing, multilink Use of ICT e.g. word processing, Avoid copying from board Repetition of instructions using visual prompts to support Processing time Communicate in Print software Pre-teaching and reinforcement of learning including overlearning Scribing Scaffolding – writing frames and templates, key words, paragraph openings, clue cards Mnemonics to aid recall Extra time Strategies to improve organization e.g. diaries, checklist Study aids e.g. highlighter, post-its Line tracker to follow text Visual reminders e.g. b/d confusion Learning wall – key vocabulary	Reciprocal teaching Writing group Comprehension group Vocabulary groups Oral to written narrative KS1 version Inference reading	15 minutes a day reading 5 minute box (Literacy and Maths) Reciprocal teaching Precision teaching Toe by Toe Other programmes as recommended by outside agencies e.g. educational psychologist
Behavioural, emotional and social development	Emotional/behaviour charts	Appropriate seating of pupil Quiet places to work Fiddle objects Use of timers Planned reward system Home-school communication book Visual reminders of classroom rules Use of language of choice Visual prompts to support tasks Scaffolds e.g. writing frames, word mats Tasks with clear goals, outputs and timescales Golden Time Class rules	Circle of friends Secondary transfer group Circle club Circle of friends A.Kelly social, friendship , anger management.	Bishop Harvey Family Services Designated individual time/mentoring with named adult Emotional charts CAHMS and Early Help Services

		School behavior policy Circle time		
SEN sory and/or physical including hearing impairment and visual impairment Medical	Observation of fine / gross motor skills. Checklists PE Observation G.P. and / or Community Pediatrician School Nurse Hospital consultants	Use of laptop Pencil grips / triangular pencils and pens / left-handed scissors / rulers with handles. Special lined/larger lined/squared paper Slanting board Scribing Appropriate seating Appropriate lighting e.g. where a pupil can see the teacher Minimal background noise Support oral instructions with visual prompts Modelling Writing frames and vocabulary lists Large print (12-14 Arial) Tactile activities eg play-dough Fine motor practice, eg threading, tracing, small construction Visual perceptual activities eg spot the difference, complete the picture, copying	Write from the start Typing skills Sound group Fine motor skills group.	Write from the start Word processing/typing skills Physiotherapy/Occupational therapy recommended programmes Visual Impaired Team Support

Our Lady of Muswell SEND Support Plan

Child's Name:		Stage:		Teacher:		Date:
Focus	Current Attainment	Target	Strategies	By Whom	How Often	Evaluation

Class teacher _____ Parent/carer _____
 Date _____ Inclusion Manager _____
 Date of next review _____