

## **Policy to Promote the Inclusion of Pupils with Special Educational Needs and Disabilities**

### **Compliance**

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

- Equality Act 2010:advice for schools DfE Feb 2014
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils with medical conditions
- St Thomas More Safeguarding Policy (September 2019)
- St Thomas More Disability Equality Policy (October 2016)
- St Thomas More Medical Conditions Policy (June 2015)

This policy has been created by school's SEND Lead in consultation with school's SEN Governor, school's Senior Leadership Team, all staff and parents of pupils with SEND and pupils themselves. This policy includes the views of all involved.

Contact Details;

SEND Lead – Mrs N Ward  
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SEND Governor – Mrs A Farniloe  
Email: [office@st-thomasmoreprimary.com](mailto:office@st-thomasmoreprimary.com)

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St Thomas More Catholic Primary School believes that all children, including those with special educational needs, should have equal opportunity to participate in the full curriculum of the school.

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

*Children have a learning difficulty if they:*

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or*
- b) have a disability which prevents or hinders them from making use of educational faculties of a kind generally provided for children of the same age in schools within the area of the local educational authority*

*The Special Educational Needs Code of Practice, 2014*

### **Aims**

The school recognises the responsibility that it has in making provision for children with special educational needs.

St Thomas More Catholic Primary School aims to raise the aspirations of and expectations for all pupils with SEND. School provides a focus on outcomes for children and young people and not just hours of provision / support.

Every teacher is responsible for the teaching and learning of every child in their class, including those with SEND

St Thomas More Catholic Primary School works to:

- enable every pupil to experience success, promoting individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- involve parents / carers in planning and supporting all stages of their child's development
- work collaboratively with parents / carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and monitored
- to support pupils to make an effective transition to other schools, including secondary education and adulthood, whether this is into employment, further education or training

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**Objectives**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupils, whole school approach' to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Lead who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs
- To provide quality teaching and learning experiences which engage and support SEND pupils to make good progress
- To ensure that pupils and parents have a voice in this process

**Identifying Special Educational Needs**

The Code of Practice suggests that pupils are only identified with SEN if adequate progress is not made once they have had access to good quality personalised teaching and available interventions and adjustments.

At St Thomas Catholic Primary School More, once concerns are raised about a child by a member of school staff, parent, or the child themselves, the teacher of that child will begin the graduated approach (assess, plan, do review) when working with the child.

The Code of Practice details the 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to plan what action school needs to take, not fit a pupil into a category. At St Thomas More Catholic Primary School we identify 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.

The following may impact on progress and attainment but are not classed as SEN:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of a Serviceman/woman

### **A Graduated Approach to SEND**

- All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND
- Additional intervention and support from teaching assistants or specialist staff may be provided. However, the class teacher will closely monitor the effectiveness of this
- School regularly and carefully monitors the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- Consideration of whether to make special educational provision involves both the teacher and SEND Lead. Information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment by the class teacher and/or SEND Lead
- For higher levels of need school draws on more specialist assessment from external agencies and professionals
- The decision to place a child on school's SEND register follows the Assess – Plan – Do – review model and involves discussion between all those involved in working with the child, including parents, and the child themselves. A child will be placed on school's SEND register if it is decided that despite appropriate intervention, a child is not making expected progress and a special educational need has been identified as the reason for this

### **Managing Pupils Needs on the SEN Register**

- Pupil attainment and progress is an ongoing process of monitoring and tracking by the class teacher and school management systems. Termly formal Pupil Progress Meetings, held with school's SLT and class teachers, discusses pupil progress, reviews the learning needs of individual pupils and monitors intervention work
- School's SEND Lead formally meets with class teachers termly to review and set individual learning targets for pupils on school's SEN Register, Progress is monitored and intervention programmes reviewed and support for individual pupils with clear time frames planned for the next cycle of support
- School's SEND Lead works to oversee the management of pupils with SEN on a daily basis and support teachers with co-ordinating provision
- For every child on the SEN Register in class teachers will;
  - Keep a record of quality first teaching
  - Keep detailed records of intervention work undertaken
  - Consult with parents/pupils regarding progress, attainment and effectiveness of provision

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- Advice and specialist support from outside agencies will be sought when considered appropriate to support school to fully meet the needs of the child. This might involve the Educational Psychology Service, Child Health, Speech & Language Therapy or Visually Impaired Service. Parental permission will be sought for referral to these agencies.
- School will refer to the Local Authority for advice, following set procedures, if school and agency advice identifies that additional funding and support is needed to provide for a high level of SEN need.

### **Criteria for Exiting the SEN Register**

School monitors progress and attainment of all pupils. When barriers to learning are overcome, the child may no longer need to receive additional SEN provision and will exit the Special Needs Register. Progress will continue to be monitored closely, as it is with all pupils in school. Parents will be informed.

### **Supporting Pupils and Families**

Peterborough City Council's Local Offer detailing provision for pupils identified with SEND can be accessed on [www.peterboroughcitycouncil.co.uk](http://www.peterboroughcitycouncil.co.uk)

St Thomas More's SEND Information Report (compliance to the local offer) can be accessed on the school's website [www.st-thomasmore.peterborough.sch.uk](http://www.st-thomasmore.peterborough.sch.uk)

The Local Authority designated Parent Partnership Officer, Mrs M Deeley, can be contacted by telephone; 01733 863979

Measures are taken to ensure that SEND pupils are able to access exams and other assessments where appropriate. This is managed by class teachers and school's SEND Lead

The transition of pupils from class to class, across key stages, to other schools, including Secondary School is carefully managed by teaching staff, SEND Lead, school's Safe Guarding and Family Engagement Officer.

### **Supporting Pupils at School with Medical Conditions**

- School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled. Where this is the case, school will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHC), which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice (2014) is followed
- Pupils with medical conditions may be supported through Health Care Plans, co-ordinated by the School Nursing Service. Full details can be found in the school's Medical Conditions Policy

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**Monitoring and Evaluation of SEND**

Senior Leaders and Governors regularly and carefully monitor and evaluate the quality of provision offered to all pupils through lesson observations, learning walks, book scrutiny, pupil voice, parents/pupil questionnaires and discussions. These arrangements promote an active process of continual reflection, review and development of provision for all pupils.

Provision for SEND pupils is continually monitored, evaluated and reviewed by school's SEND Lead, Governors and Headteacher in liaison with class teachers.

**Training and Resources**

- The SEND budget is allocated according to the Local Authorities' funding formula and supplemented from school's budget according to individual need.
- The SEND budget is allocated by the degree of need/level of support required at the targeted, targeted specialist and specialist level within the 4 broad categories;
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undergo training and development
- All teachers and support staff undertake induction on taking up post. This includes a meeting with the SEND Lead to explain systems and structures in place around school's SEND provision and practice and to discuss the needs of individual pupils
- School's SEND Lead regularly attends LA SEND network meetings to keep up to date with local and national updates in SEND

**Roles and Responsibilities**

SEND Lead – Mrs N Ward  
SEND Governor – Mrs A Farmiloe

Designated Teacher with specific Safeguarding Responsibility –  
Mrs A McElhinney Head Teacher / Mrs B Dickson Deputy Head Teacher /  
Safeguarding and Family Engagement Officer/Mrs L Harvey.

Staff member responsible for managing PPG Funding –  
Mrs B Dickson Deputy Head

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Staff member responsible for managing CiC Funding – Mrs N Ward SEND Lead

Staff member responsible for managing the medical needs of pupils – Mrs N Ward SEND Lead

**Storing and managing Information**

Please refer to school's Data Protection Privacy Notice

**Accessibility**

Refer to school's Disability Equality Policy

**Dealing with Complaints**

School strives to establish good working relationships with parents/carers but if there is dissatisfaction about SEN provision within the school, the first point of contact is the class teacher.

Please refer to the school's Complaints Policy for full details.

**Bullying**

Please refer to school's Bullying Policy for full details

**Appendices**

- St Thomas More SEND Information Report 2021  
[www.st-thomasmoreprimary.co.uk](http://www.st-thomasmoreprimary.co.uk)

**Reviewing the Policy**

To effectively assess the school's response to the SEND Code of Practice, this policy will be reviewed every year.

**Next review –November 2022**