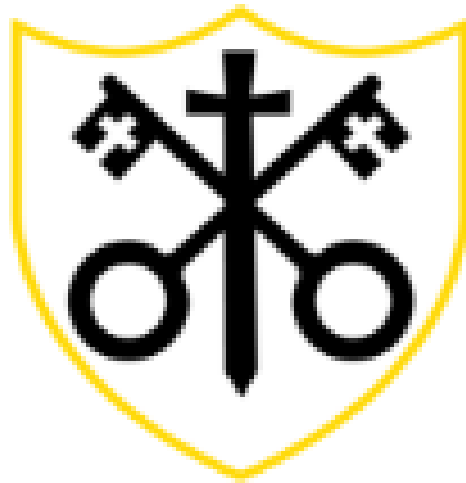


# SS Peter and Paul Catholic Primary School

*Learning Together, Achieving Together, in Christ*

## Special Educational Needs Policy (SEND) Policy 2022-2023



### **SEND TEAM:**

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Assistant Headteacher (Pastoral and Inclusion): Mrs Pushpa Bimson

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

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25

(January 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice: 0-25 Years
- The Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- The National Curriculum in England
- Teachers standards
- Teaching assistant standards

This policy was created by the SENCO in liaison with SLT, all staff and parents of pupils with SEND.

This policy should be read in conjunction with the following school policies and documents:-

[Behaviour Policy](#), Accessibility Plan, [Supporting Pupils with Medical Conditions policy & Supporting pupils who cannot attend school](#), [Child protection and Safeguarding policy](#), [Local Offer for SEN](#), SEN Information Report, Equalities Policy



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## **Introduction**

At St. Peter & Paul, we pride ourselves on the inclusive nature of our school. It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We have high expectations for all our pupils and we aim to provide every child with equal opportunities to access a broad and balanced education. We value the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background, we actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to provide the necessary provision for any child who has SEND and that those needs are known to all who are likely to work with the pupil. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in school activities together with pupils who do not have SEND.

## **Aims and objectives**

At St. Peter & Paul, we:

- Create a learning community that meets the needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils of different abilities.
- Identify and assess children with SEND as early as possible by gathering information from parents, staff and other agencies.
- Identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Ensure that pupils participate and are involved in the process of information gathering and reviewing progress.
- Ensure funding is allocated to provide high quality provision for those with identified SEND.
- Encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- Ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- Ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- Ensure pupils with medical conditions are included in all school activities by ensuring consultation with health and social care professionals.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, enable all children as many opportunities to access elements of the school curriculum.



- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **How we aim to meet these objectives.**

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at SS Peter & Paul are available to children with SEND. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, performance against [The engagement model](#) and the Age Related Expectations of the National Curriculum and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice, Local Authority SEN guidance and are able to recognise emerging needs and implement a graduated approach to SEND.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of SEND Support Plans (SSPs) for all pupils with SEND, involving both parents and pupils as much as possible.
- Ensuring that advice from outside agencies is sought and incorporated into SSPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCPs).
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff. Ensuring that we have high expectations of pupils,



- set suitable and challenging targets with termly monitoring meetings including class teachers and/or the SEND team.
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health and speech, language and communication needs through the provision of ELSA groups, social skill groups and language and communication groups.

Please look at the [SEN Information Report](#) for more detailed information.

[Definition of Special Educational Needs \(SEN\) as taken from section 20 of the Children and Families Act 2014.](#)

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 child of a compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice January 2015.

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

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at SS Peter & Paul but we consider the needs of the whole child which will include not just the special needs.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, Inclusion manager, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have



important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Teachers will identify pupils making less than expected progress given their age and individual circumstances. The SEND Code of Practice (2015) describes this as progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

When assessing whether a child has SEN, other needs will always be taken into account, where these needs may impact on progress and attainment, for example:

- Attendance and Punctuality
- Disability
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Identification of SEND**

The school uses a graduated approach to identification, monitoring and support.

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's SEN Support Plan (SSP). This process will happen termly in line with the assessment and monitoring policy.

### **Assess**

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's



views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

The school ensures regular assessment of all pupils using tracking data at termly pupil progress tracking meetings. Any child who shows less than expected progress, despite 'Quality First Teaching' will be discussed at these meetings and support put in place in order to accelerate the potential for progress. The SEND Code of Practice (2015) states that Quality First Teaching (QFT) is: "*Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of a high quality, personalised teacher.*"

Concerns are also raised and discussed at tracking progress meetings regarding emotional well-being or behaviour of individual pupils. The ELSA Learning Mentor may be consulted at this stage in order to seek appropriate emotional support for individual pupils. Research shows that nationally there is a direct correlation between children who are not supported well emotionally, and those failing to make appropriate progress. At SS Peter and Paul's, we pride ourselves in having a full time ELSA Learner Mentor as part of our SEND and Pastoral Care Team. We recognise that the emotional wellbeing of all pupils is as important as the academic progress of pupils and indeed that the two things absolutely go hand in hand. As part of our Pupil Premium funding, we also have Pastoral Support Tutors who support all vulnerable families with issues outside of the classroom (resources, support at home, extra curricular clubs etc.).

If a teacher has concerns about a pupil, they will complete the [Identification of Concern Form](#) which is then shared with the SENCO and Inclusion Manager. This outlines the concerns, assessment data, progress, interventions and strategies that have already been used and their impact. Parents will be informed and a meeting with the SENCO and/or Inclusion Manager will be arranged to discuss actions and next steps. Further meetings will be arranged as appropriate to monitor and review next steps.

### **Plan**

Planning will involve consultation between the teacher, SENCo and/or Inclusion Manager and parents to agree longer term objectives and outcomes. Reasonable adjustments, interventions and support that are required will be recorded on the child's SSP with a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track a child's long term progress and level of intervention he/she will be included on the SEN register by the Assistant Headteacher (Pastoral and Inclusion).





## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve small group teaching away from the main class teacher. They will work closely with teaching assistants, learning support assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils' response to the support can help to identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the SSP in preparation for the termly progress review.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification across the four areas of SEND outlined on page 6, where less than expected or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

**The majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register.

However sometimes the special educational provision required to meet some children's needs cannot reasonably be provided from within the school's normal resources. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs with the aim of receiving an Educational Health Care Plan (EHCP).

For children who access free (funded) early education who are 2, 3 and 4, we can apply for Special Educational Needs and Disabilities Inclusion Funding (SENDIF). Parents are always involved and participate in this process, and will provide consent for this funding to be applied for. There are 2 levels of funding that can be applied for depending on the child's assessed needs. We will have an SSP in place which shows how the child's needs will be met as well as having a plan for how the funding will be used.



Funding levels 1 and 2 enable us as a setting to offer support for all children with SEN, including teaching support in small groups and individual work with those children who need it.

These resources are available to all children with special educational needs in mainstream settings whether or not they have an Education, Health and Care Plan (EHCP).

### **SEN Support Plan (SSP)**

A SEN Support Plan employs a small-steps approach. By breaking down the long term outcomes into finely graded steps and targets, we ensure that children experience success. All children on the Special Needs Register have a SEN Support Plan with individual targets.

Strategies employed to enable a child to progress will be recorded within a SEN Support Plan which 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.
- How the targets will help the child in their learning
- What can be done at home to support the child
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Referral for an Education Health and Care Plan (EHCP)**

Where a child is not making progress following intervention at SEN Support level, a request will be made by the school or parent to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority where the child's lives will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

### **The evidence will include:**

Previous plans and targets for the pupil.

Records of regular reviews and their outcomes.

Records of the child's health and medical history where appropriate.

Early Years Outcomes attainment levels in the Prime Areas.

National Curriculum attainment levels in Reading, Writing and Maths

Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.



Views of the parents and child (where possible).

Attendance reports.

Costings

The parents of any child who is referred for Statutory Assessment will be kept fully informed of the progress of the referral. Annual reviews will be held with all the relevant professionals including the SENCo and/or Inclusion Manager. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

## **Roles and Responsibilities**

Mrs V Aransiola, Headteacher

Mrs P Bimson, Assistant Headteacher (Pastoral and Inclusion)

Nick - SEND Governor

Ms K Fitzpatrick, School ELSA

## **The role of The SENCO at SS Peter & Paul Catholic Primary School**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of the whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners.
- Overseeing the records of all children with Special Educational Needs.
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping
  - them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on
  - SSPs.



- Termly review of progress against expected outcomes as identified on SSPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Years pupils with Education Health Care Plans.
- Carrying out referral procedures to Merton Local Authority (or other Local Authorities) to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.
- Working with Early Years staff and Merton Early Years support team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN or disability.
- Ensuring interventions for SEND pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.
- Arranging specific SEND resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Attending LA SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising with the school Medical Officer to ensure medical care plans have been completed and information is shared on a need to know basis.
- Working as part of the Senior Leadership Team to ensure SEN information is shared with staff and SEND is included in the school development.
- Reviewing the SEN policy annually and ensuring up to date information is on the website.

### **The Class Teacher**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class and is responsible for:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCO/Inclusion Manager.
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.



- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation (SEN Support Plans, Identification of Concern) in accordance with the COP and liaising with the SENCO/Inclusion Manager, parents and pupils.
- Collaborating with the SENCO/Inclusion Manager to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, collaborating with outside specialists and working with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery practitioners to ensure quality provision for pupils with SEND focused on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

**The SENCO/Inclusion Manager, and Class teachers are responsible for the timetabling and directed work load of the additional staff.**

### **The Support Staff (TAs, LSAs)**

They are responsible for the following:

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- Providing effective feedback to the teacher on interventions.
- Collaborating with the class teacher to plan and deliver 1:1 or small group interventions.
- Collaborating with the class teacher to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

### **The Phase Leaders**

The Phase Leaders are responsible for the following in their phase group:

- Liaising with the Inclusion Manager to timetable and direct the work of support staff working in their phase.
- To identify vulnerable learners in their phase who are not on SEN register to ensure they are making adequate progress.
- To monitor the outcomes of additional support for vulnerable learners.



- Attend termly monitoring and tracking meetings, where appropriate.
- Attend Annual Reviews as deemed necessary by the Inclusion manager.
- Support teachers in their phase with parent meetings when requested.
- To ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1 and KS2 tests.

### **Members of the Senior Leadership Team**

The Senior Leadership Team are responsible for the following:

- The day to day management of the SEN Policy and the Disability Equality Duty Scheme and Accessibility Plan.
- Allocating and monitoring appropriate resources for SEN from the delegated budget and statement funding together with the SENCO/Inclusion Manager.
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process, using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Reporting to Governors on COP procedures and SEN resourcing and Disability Equality Duty Scheme.

### **The Governing Body**

The Governing Body is responsible for the following:

- Ensuring that the best possible provision is made for all pupils with SEN.
- Monitoring the quality of SEN Provision.
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community.
- Ensuring that the budget for SEN is allocated appropriately.
- Electing a designated SEN Governor to liaise with the SENCO/Inclusion Manager.
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal.

### **Admission Arrangements and Transitions**

The school follows the SS Peter & Paul Catholic school Admission Policy in conjunction with Merton's Admissions Policy.

- Pupils identified at the level of SEN Support have the same rights of admission as all other prospective pupils.
- Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the Code of Practice 2015.



Early Years staff make contact with other Early Years providers in the term before the child enters Nursery or Reception. Visits may be arranged to exchange information. Additional visits are made for children with identified SEND.

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENCOs/Inclusion Managers of all Merton and Sutton High schools and primary schools at which SEND documents are discussed and exchanged. This is part of the SENCO Support Programme organised by the LA.

Additional visits are made for pupils with EHC Plans. Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the summer term.

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

A child will continue to be identified as having a special educational need if they require additional and different provision to be made in order for them to continue to make progress.

If a child is able to maintain good progress without the need for additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register. This would always be done in consultation with parents/carers.

### **Supporting Pupils and Families**

Also see our [SEN Information Report](#) Appendix 1.

The London Borough of Merton Local offer can be found on the Merton web site <http://localoffer.merton.gov.uk>

Additional information can be found at:

<http://www.merton.gov.uk/learning/edinclusion/sendis.htm>

### **Contacts and meetings**

Parents and carers are always welcome to the school. At SS Peter & Paul, working in a partnership is recognised as an essential element in the successful education of all pupils and in particular for those pupils with special needs; therefore we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on SSPs. Pupils and parents are involved in the target setting and review process. When setting outcomes and short term targets, areas where parents/carers can support at home are identified on the SSP.



Day to day contact with parents can be face to face at the end of the day and in special circumstances via a communication book/ home school diary or feedback sheet. Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued in the Spring Term (Years 1-5) and at the end of each academic year in July (Nursery, Reception and Year 6).

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEN Team is invited to attend. For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team. These may take place in the Early Years setting or at home.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

Parents can help the school in a variety of ways by volunteering using their particular skills and talents. Parents also help on outings and with a wide range of social and fundraising activities.

### **Support and advice**

Parents and carers can make an appointment to speak to the SENCO and/or the Inclusion Manager, who has access to a range of information and advice services.

The school recommends and introduces parents to the service of the LA Parent Partnership Officer who supports parents with SEN issues and is independent of the school and the LA.

### **Merton**

[Merton Special Educational Needs Information, Advice and Support Service \(MIASS\) | Merton directories](#)

### **Sutton**

[Sutton Information, Advice & Support Service \(SIASS\) | Impartial and Independent Advice & Support](#)

### **Parent and pupil views**

One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of the legislation.





At St. Peter & Paul, parents' opinions and aspirations for their children will be taken seriously.

In the four part cycle of assess-plan-do-review, parents will have an opportunity to be part of the planning process for both short and long term outcomes.

Children contribute to the review of their targets.

For formal annual/interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The Inclusion Manager will discuss this process with them before an application is completed and support can be arranged if required.

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

Please see our policy for [Supporting pupils with medical conditions](#).

At St. Peter & Paul, we recognise that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case, we comply with its duties under the Equality Act 2010. Some children may also have SEND and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision.

### **Facilities at St. Peter & Paul for children with medical conditions, disabilities and SEN.**

Unfortunately due to the age and design of the main school building, there are some areas which are not wheelchair accessible.

#### ***We are able to provide:***

- Ramps to the front of school and Reception class.
- Whole school built on the ground floor.
- Disabled toilets in the main building.
- Access to bi-lingual staff members for those families who do not speak English as a first language.
- Access to ELKLAN trained teaching assistants to work with children with speech, language and communication difficulties
- We have a dedicated nurture room with suitable furniture and resources in which our Emotional Literacy Support Assistant (ELSA) works.



- We have a number of additional group rooms and break out spaces throughout the school, where small group and 1:1 interventions can take place, if quieter spaces are needed.
- Additional equipment recommended by outside agencies are planned and paid for using the allocated SEN budget for individual children.

### **Monitoring and Evaluation of SEND provision**

The Headteacher and Inclusion Manager keep the Governing Body informed about all SEN matters – such as, the number of pupils on the SEN Register, the number of EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEND and parts of the SDP/SEF related to SEND.

SEN appears as an item on the agenda at Governing Body meetings at least once per year. The SENCO/Inclusion Manager and SEN Governor have regular meetings.

### **Training and Resources**

#### **Funding**

Funding for SEN is received from the following sources:

- SEN Formula Funding
- Payment for pupils on the SEN Register
- EHCP funding according to Merton's banding system
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget
- Special Educational Needs and Disabilities Inclusion Fund (SENDIF) for Nursery-aged pupils with additional needs

The LA monitors spending and provision for pupils with EHC plans annually.

Funding is used to provide: Inclusion Manager time, Teaching Assistants who support SEN pupils in class and in small groups, Learning Support Assistants for pupils with EHC plans, additional staff to support children during lunchtimes where necessary, resources to support SEN pupils and training from agencies both within and outside of Merton for all staff.

Specialist services from Merton Language, Behaviour and Learning team are purchased as needed and a programme for staff training is in place.

Additional provision is bought in from the Educational Psychology Service.

#### **In-service training for staff in relation to SEN**

Training needs for the staff for SEN are identified via pupil progress meetings, learning walks, SEN action plan and audits.



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 undertake training and development.

The school uses LA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Leadership Team, teachers, support assistants, and the SENCO/Inclusion Manager to fulfil their roles and responsibilities.

Additional training is provided to cater for the needs of pupils with EHCPs, where necessary.

There is regular staff training to inform and update staff about the changes to the Code of Practice and other legislation with regard to SEN.

The SENCO and Inclusion Manager attends Merton SENCO network meetings, forums and workshops every term.

### **Links with support services for SEN and disabilities.**

Parental consent is always sought before the school requests involvement of any outside agency.

Local Authorities have different processes and/or criteria meaning the external referrals may be different depending on where the child resides or the borough their GP is located. This will be discussed with parents when a child is requiring external support.

Most referrals to external agencies are completed on a priority basis. Alternatively, please allow up to four weeks for referrals to be completed.

SS Peter & Paul buys into the LA's Service Level Agreement for Educational Psychology and buys in specified hours each year according to need as identified on our SEN Register.

We also buy into the Language, Behaviour and Learning team service level agreement each year as required to support pupils with behaviour and emotional problems and for advice and assessment for pupils with specific learning or language difficulties.

The Merton Sensory Support Service supports pupils with Visual, Hearing or Multisensory needs in school and advice is sought according to need.

Children with EHC plans can receive Occupational Therapy and Speech and Language Therapy as outlined on their EHC plan.

Early Years pupils access Occupational Therapy and Speech and Language Therapy through the NHS clinics and are often assessed by a Paediatrician.

Early Years Inclusion Service is available on request.



We have access to the school nursing service.

Additional services are bought in as agreed at SSP progress meetings as part of the graduated approach.

The school also works with the NHS Physiotherapy Therapy Service, the Occupational Therapy Service, Merton Virtual School for looked After Children, Polyclinic, the Educational Welfare Officer, Portage, CAMHs, Early Years support advisors, Social Services, Young Carers service, private educational psychologists, and therapists.

### **Storing and Managing Information:**

Information at St. Peter & Paul is stored in line with Merton and school policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant documents stored in their classrooms. More sensitive information is stored in locked filing cabinets in the Inclusion Manager's Office and/or in the Headteacher's office.

Medical care plans are available for relevant pupils in their classroom, medical room and held with the Admin Officer in the school office.

### **Monitoring and Review of the SEN Policy**

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

### **Accessibility**

Information about how St. Peter & Paul is working to ensure greater accessibility for all is contained in our Accessibility Plan.

### **Dealing with Complaints**

Parent/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and/or head of phase
- Referred to the Assistant Headteacher (Pastoral and Inclusion)
- Referred to the Headteacher
- Use of the school complaint procedure
- In writing to the Governing Body, following which a written reply will be given  
Parents may contact the LA who will then contact the school
- Parents may go to a SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of Merton Parent Partnership Officer, see contact details above.



## **Bullying**

A child's emotional well-being is central to our ethos and we are a caring and inclusive school. We believe that good self-esteem and resilience are key features of effective learners.

Bullying of any kind is not tolerated and is dealt with quickly and decisively to ensure that all pupils feel safe and supported at school.

For more detailed information please refer to our [Behaviour Policy](#) also available on the school website.

## **Special Educational Needs Acronyms:**

- SEND - Special Educational Needs and Disabilities
- SEN - Special Educational Needs
- SSPs - SEN Support Plans
- EHCPs - Educational Health Care Plans
- SENDIF - Special Educational Needs and Disabilities Inclusion Fund
- SENCO - Special Educational Needs Coordinator
- ELSA - Emotional Literacy Support Assistant
- SLT - Senior Leadership Team
- EAL - English as an Additional Language
- LAC - Looked After Child
- LA - Local Authority
- SLCN - Speech, Language and Communication Need
- TAs - Teaching Assistants
- LSAs - Learning Support Assistants
- S&L - Speech and Language
- EYs - Early Years
- SDP - School Development Plan
- SEF - School Evaluation Form
- Inclusion Manager – is a role which encompasses the leadership of pupils with EAL, Pupil Premium, Child Protection and SEN.
- SENCO – Special Educational Needs Co-ordinator

## **Cross Reference links to other Policies**

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