TITLE OF POLICY: SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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<th>Date reviewed</th>
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<td>January 2015</td>
<td>Full Governing Body</td>
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AUDIENCE: STAFF, GOVERNORS, PARENTS AND EXTERNAL AGENCIES

AIMS OF POLICY

The mark of a good Catholic school is how they treat the most vulnerable. Therefore, the aim of our policy is to ensure that the children with additional needs at St Thomas More School are identified, prioritised and addressed within the capabilities of the resources of the school and supporting agencies.

OBJECTIVES OF THE SEND POLICY

It is the policy of St Thomas More Catholic Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with additional needs. The difficulties and challenges these children face are assessed and provided.

Children will have the opportunity to develop their potential with the guidance and support of their class teacher, the Special Educational Needs & Disabilities Co-ordinator (SENDCO), and outside agencies. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities.

This policy describes, in detail, the procedures of providing an integrated education for all children with additional needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum.

Arrangements for co-ordinating educational provision for pupils with SEND

- The SENDCO is responsible for overseeing the support for children who are identified as having additional needs. The role of the SENDCO includes:
- Meeting parents to discuss concerns although parents should initially meet with the class teacher.
- Manages the day-to-day operation of the policy.
- Co-ordinate the provision for children with additional needs.
- Support and advise colleagues as well as share good practice and provide training.
- Maintain the school’s SEND register and Inclusion register.
- Contribute to and manage the records of all children with additional needs.
- Manage the school-based assessment and complete the documentation required by external agencies and the Local Authority (LA).
- Act as a link between school, parents and external agencies.
- Maintain resources and range of teaching materials to enable appropriate provision to be made.
- Monitor and evaluate the in school provisions for supporting children with additional needs and report to the governing body.
- Support individual children.
- To be released from class for any meetings, discussions or interviews that form part of their
responsibility.

SEND IDENTIFICATION AND ARRANGEMENTS

See Assess Plan Do Review cycles

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum

The provision of an exciting learning environment is a priority, to arouse children’s interest and curiosity and to help those who need extra stimulus, motivation and encouragement to manage their learning. A climate of nurturing and support is fostered in which self-confidence and self-esteem can grow, all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.

- There will be flexible grouping of pupils so that learning needs can be met.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups will reflect the whole school approach to teaching and learning and will take account of a child’s additional needs.
- Curriculum tasks and activities will be matched to the pupils’ differing paces and styles of learning, interest, capabilities and experience. They may be broken down into a series of small and achievable steps for pupils who have specific learning difficulties.
- Teaching approaches for children with specific learning difficulties will capitalise on their strengths.

How children with additional needs are integrated within the school as a whole

Full details of the school’s SEND offer is published in the school information pack which takes into account the services offered through the borough’s Local Offer. This information can be found on the school’s website www.stmprimary.org. The school operates an equal opportunities policy for children with special needs who are afforded the same rights as other children; this includes children with statements of special educational needs or Education Health and Care Plans (EHCP). It accepts the Greenwich LA policy of Inclusion.

Once a child’s needs are identified, support will be provided in a range of ways including:-

- Differentiation of teaching activities
- Additional adult support
- Booster intervention groups.
- Social and emotional support

Criteria for the evaluating the success of the school’s SEND policy

The SENDCO and all staff regularly review the school policy. The success of the policy will be gauged by the achievements of previously agreed targets outlined by the class teacher and/or LA. Regular information sharing meetings will be held with parents to monitor and reassess children’s targets.

The school’s arrangements for SEND in-service training
In-service training needs will be identified by the head-teacher in consultation with the staff during Performance Management interviews and be incorporated in their Personal Development Plans. Learning Assistants will be entitled to attend training applicable to their responsibility at school. The SENDCO will ensure that all staff have sufficient knowledge and assistance to provide the best possible differentiation programme for the SEND children within the class.

**Use made of teachers and facilities from outside the school, including support services**

The school works with a variety of external agencies to provide extra advice and support for children, their families and the adults supporting the child in school.

External services are able to:
- give advice to teachers.
- supports curriculum development for children with SEND.
- identifies, observes and assesses individual pupils identified as having, or possibly having SEND.
- directs teaching/practical support for classroom teachers.
- provides professional development for teachers working with SEND pupils.
- supports the development of the school’s SEND policy.

Regular liaison is maintained with the following agencies:
- Educational Psychologist
- Speech and Language Therapy
- Hearing Impairment Service
- Visual Impairment Service
- Support Team for Education in Primary Schools (STEPS)
- Social Services Children with Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy
- Health Services
- Integrated Children’s Services
- Behaviour Outreach Team (Waterside)
- ASD Outreach Team
- Music Therapy
- Sensory Unit

The majority of external services can only be accessed with parental consent and so parents will be notified of the schools wish to refer their child to an external agency.

**Arrangements for partnerships with parents/carers**

Parents are informed when:
- teachers have any concerns regarding their child.
- their child’s needs require review.
- an annual review is required for a child with a statement or EHCP.

Parents are involved as far as possible with the work which teachers set for children with SEND and are asked to support this at home.

**Arrangements for the induction and training of teachers new to the school.**
It is essential that all staff new to the school are fully aware of the school’s systems and support mechanisms, and that they are able to access high quality support to benefit the children. To facilitate this, the SENDCO will:

- Familiarize staff with the School Handbook and policies
- Carry out an audit of skills and experience for all new members of staff
- Arrange professional development
- Offer support and advice when needed.

**Links with other mainstream schools and special schools, including arrangements when pupils change schools or leave school.**

Once a child is in Yr 6 the SENDCO attends the borough’s transition meetings and meets with all SENDCOs of the child’s secondary school to ensure a thorough handover takes place. If a child leaves prior to Yr 6 the same protocol is followed.

**Reference:**
- Child Protection Policy
- Safeguarding Policy
- Safer Recruitment Guidance