

# **Trust SEN and Disability Policy**



St Francis of Assisi  
CATHOLIC ACADEMY TRUST

## **Francis of Assisi Catholic Academy Trust**

**Signed off by: Trust Board**

**Date from: October 2024**

**Review Date: October 2025**

## **1. BACKGROUND/STATUTORY LEGISLATION**

This policy has been written with regard to:

- The 2015 SEND Code of Practice: 0-25 years
- The Equality Act 2010
- The Children and Families Act 2014
- The Children and Young Persons Act 2008
- The Children and Social Work Act 2017

Links to other school policies

- Supporting students with Medical Conditions Policy
- Equality Policy
- Health and Safety Policy
- Behaviour Management Policy
- Child Protection Policy
- Accessibility Policy
- Admissions Policies for each school

## **2. PHILOSOPHY**

The St Francis of Assisi Catholic Academy Trust seeks to promote the Christian values of honesty, fairness and respect for others which ensures that all students are valued equally and enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our students. We aim to celebrate their successes and to ensure their development as independent learners and responsible citizens, in partnership with families and the wider community.

The St Francis of Assisi Catholic Academy Trust is Christ centred and seeks to live the Gospel values. We undertake to maintain each person's worth and human dignity in our dealings with each other and conduct is based on Christian standards of courtesy, service and selflessness.

## **3. AIMS**

- To ensure the needs of students with Special Educational Needs and Disabilities (SEND) are met through a positive culture of communication and understanding, appropriate provision, good management and appropriate deployment of resources.
- To ensure that all students are enabled to enjoy their time in school and succeed and flourish as independent and resilient communicators
- To identify any student's SEND needs as early as possible in order to put in place appropriate strategies, interventions and resources to enable children to make steps of progress in line with their developmental stage and SEND need
- To be fully inclusive throughout the curriculum and school life with reasonable adjustment as necessary.
- To ensure that students with SEND, where there may be a vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunity in school.
- To take into account the views, wishes and feelings of the young person and their parents and provide them with information and involve them in decision making as much as possible.
- To ensure students with SEND, flourish and achieve the best educational outcomes and to prepare them effectively for their next steps (e.g. preparing for adulthood).

#### 4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

A student has SEN if, 'they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.' (2015 SEND Code of Practice pages 15-16).

SEN and provision falls under four broad areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and mental Health.
- Sensory and/or Physical.

#### 5. ROLES AND RESPONSIBILITY

##### Roles and responsibilities of head teacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations and everyday school life. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing, making provision to meet those needs and evaluating the impact of this.

The local governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (**the SEND governor**), who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring there is a qualified teacher designated as SENDCo who holds the National Award in Special Educational Needs Coordination or National Professional Qualification - NPQ (or achieves it within three years of appointment).
- Ensuring that the implementation of this policy is monitored and reported to governors.
- Ensure that SEND is 'everyone's business', as per the 'SEND strategy' and ensure that that all staff in the school community take accountability

The **local governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- The necessary provision is made for any student with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- The school will have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between send and non-send students.
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students. Ref to Equality Act 2010.

- They have regard to the requirements of the SEND Code of Practice (2015), and will take account of this in relation to other relevant school policies e.g. the Accessibility and Equality Policies.
- They are fully informed about SEND issues so that they can play a major part in school self-review.
- The quality of SEND provision is regularly monitored.
- The school publishes details of what SEN provision is available through the SEN Information Report.
- They, and the school as a whole, are involved in the development and monitoring of this policy.
- Appointing a lead governor for SEND who regularly feeds back to the full governing body.

The **special educational needs co-ordinator (SENDCo)** is responsible for:

- Overseeing the day to day operation of this policy.
- Overseeing and managing all matters relating to EHC Plans
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Supporting staff to identify students with SEND.
- Carrying out detailed assessments and observations of students with specific learning needs and difficulties.
- Coordinating and evaluating the impact of the provision for students with SEND.
- Supporting class teachers in adopting a graduated approach to providing SEN support. This may include devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the class room.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining and keeping up to date the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information.
- Contributing to the in-service training of staff.
- Managing learning support staff/teaching assistants.
- Liaising with SENDCos in feeder and receiving early years settings, schools or colleges to help provide a smooth transition from one educational setting to another. This will include collaborating with YC Hertfordshire or appropriate body to contribute to Preparing for Adulthood reports.
- Compiling and reviewing the school's SEN Information Report at least annually.
- liaising with the Local Authority in the Education, Health and Care Plan review process.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the SEN Code of Practice (2015) and the Equality Act (2010).
- Advising on the deployment of the school's delegated budget and other resources, to meet students' needs effectively.
- Leading on the exam access arrangements process within the school.

**Class teachers** are responsible for:

- Planning the student's work, under the strategic guidance of the SENDCo.
- Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and

strategies to support inclusion.

- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND.
- Giving feedback to parents and students with SEND.
- Working with external professionals.
- Contributing to the EHCP application, draft and review process.
- Developing personalised learning plans for students on the SEND register, with guidance from the SENDco, and holding review of these with the parents and children

### **Learning Support Assistant / Teaching Assistants**

The Learning Support Assistant role is key in tracking and implementing EHCP targets for high and specific needs. The Teaching Assistants have an overarching and more general role providing 'in class' support across the curriculum to students with special educational needs in all years. They will also provide individual support for students with specific needs, where appropriate, and have input into a differentiated curriculum and modification required to make learning accessible. They may plan, deliver and evaluate interventions for students with SEND under the guidance of the SENDCo, and /or the class teacher.

## **6. IDENTIFICATION AND ASSESSMENT OF SEN STUDENTS**

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. The majority of students can make progress through such teaching. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

The school follows the SEND Code of Practice 2015: 0-25 graduated approach with regard to identification, assessment and review of students with SEN.

The four key actions are:

### **The Assess Plan Do Review Cycle.**

#### **Assess**

In the early identification of a child as needing SEN support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent and act on these in a timely manner as per their schools own agreed graduated approach.

The SEN referral process can be initially triggered by Teacher, LSA, TA, external professional or parental concern directly to the SENDCo by letter, email or written communication. These methods are described in further detail in the individual school pages that follow.

#### **Plan**

The teacher and the SENDCO should agree in consultation with the parent and the pupil the reasonable adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

Early education provision is part of the Early Years (EY) education for children aged 3-5 years. During this time most children experience rapid physical, emotional, intellectual and social growth. Gathering of information prior to starting school and continued monitoring of an individual child's progress throughout Early Years is essential to early identification of SEN needs and how the school is best placed to intervene through a graduated approach to supporting their needs.

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed at least termly.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Students receiving support additional to, and different from, the normal differentiated curriculum are recorded on the school's SEN Register and MIS system as SEN Support. Records of all SEN students will be formally recorded on an SEND Register database. This will be updated at the start of each new school year to include the new cohort and to remove outgoing students, when new students start at the school mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the school network.

Other students are recorded a Monitoring/initial concerns. This indicates that they may have a special need which requires monitoring. Their needs can be met through high quality teaching without the need for SEND Support.

## **7. PARTNERSHIP WITH PARENTS**

- Parents and carers will be fully informed if their child is on the SEND register and of any additional programme in place for their child
- The SENDCO will be available to meet with parents regarding supporting individual students through key transition points throughout the school calendar. Schools must ensure that parents are actively encouraged to meet at regular intervals with the school team.
- Parents' comments are sought prior to the Annual Review of students with Education Health Care (EHC) Plans. Their views are taken into account at the annual meeting in order to review progress to EHCP outcomes and to plan for their child's future.

## 8. RECORD KEEPING, MONITORING AND DATA MANAGEMENT

- Feeder primary schools or early years settings are contacted and communicated with in the summer term prior to transfer and to aid a transition plan
- The SENDCo attends the Year 6 Annual Reviews of students with an EHC Plan.
- Initial screening:
  - Transition Toolkit for Early Years (using the HfL model).
  - Early Years data.
  - KS1 data.
  - KS2 data.
  - CATs tests.
  - Reading and spelling tests.
  - Additional tests undertaken by the SENDCo as identified.
- The progress of students with SEND is evaluated through the normal report and monitoring cycle. Intervention actions are implemented where necessary.
- Holding evidence for access arrangements for GCSE and GCE qualifications for inspection purposes.

## 9. WORKING WITH EXTERNAL PARTNERS

External agencies are contacted as and when required. Agencies include:

- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS).
- Local Authority's Integrated Services for Learning, which includes
  - Educational Psychology Service.
  - Sensory Service (Hearing and Vision Impaired)
  - ESMA (Educational Support for Medical Absence).
  - Attendance
  - Cognition and learning
  - Physical and Neurological Impairment Team
  - Communication and Autism Team
- YC Hertfordshire or appropriate service.
- PRU Outreach Services.
- NHS children and young people's therapies services e.g. – Speech and Language, Occupational Therapy, Physiotherapy.
- CAMHS (Children and Adolescent Mental Health Service).
- School Nursing Service.
- Behaviour outreach services e.g., Rivers, Phoenix, Middleton
- DSPL's

Local Authority Offers are available on LA website. The Hertfordshire LA offer is on the Herts Website at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>.

Please refer to individual school's websites for admission arrangements.

The SENDCo will coordinate referrals to appropriate agencies and professionals such as the Educational Psychology team, the Visual Impairment, Hearing Impairment and Autism Advisory Teams, and Speech & Language Service. Assessment information and advice on strategies for individual students will be disseminated to the appropriate staff and used to inform teaching strategies. The SENDCo will liaise with external professionals to organise training for staff as appropriate.

## **10. SUPPORTING TRANSITION**

- The Supporting Smooth Transition Project, which supports transition into Early Years, identifies and plans for SEN needs for transition from pre-school to Nursery and Reception between schools and settings.
- All documentation about special needs included in a student's record is transferred
- between schools.
- Additional induction and transition opportunities are arranged for some students with SEND and other vulnerability factors; students are nominated by the primary school.
- Records of students who leave at the end of Year 11 are kept and stored in school.
- Relevant documentation is forwarded to Post-16 placements. The school works closely with the YC Hertfordshire or appropriate service to ensure appropriate preparing for adulthood documentation is available when required for selected students.

## **11. STAFF TRAINING**

- The SENDCo will be a qualified teacher and will hold the National Award for Special Educational Needs Coordination or the more recent National Professional Qualification for SENCos (or will achieve it within three years of appointment).
- The SENDCo provides INSET for ECTs and other newly appointed staff.
- Whole school INSET can be provided where appropriate.
- Learning Support staff participate in the school's CPD and inset programmes

## **12. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT OR LOCAL HIGH NEEDS FUNDING**

If all the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission). This will lead to an Education, Health and Care Plan Assessment. If granted by the local authority and EHCP will be in place for the individual child.

## **13. ANNUAL REVIEW OF AN EHCP**

Formal Annual Reviews for students with an Education Health and Care Plan are held at least within a twelve month period of any previous review and are managed by the SENDCo. For children in Early Years a review must happen each 6 months.

## **14. COMPLAINTS**

In the event of any complaint being made, the SENDCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Headteacher for further investigation and reported to the SEN Governor
- For details of formal complaints related to SEND please follow the the schools Complaints Policy



## **15. ADMISSIONS**

The school is an academy where the LA acts as the admitting authority in all cases. Admission of students with an EHCP is always covered by the admission rules, which are subject to annual review.

## **16. MONITORING**

This policy will be reviewed annually.

## APPENDIX

Each school within our Catholic Academy trust shares the following. Further information for each school can be found in their school offer and on the school website.

### APPENDIX 1

#### **St Joseph's Catholic Primary School**

**Named SEN Governor:** Mr Mike McKay

**SENDCo:** Mrs Niki Rogers

#### **Strategies for Raising Achievement for students with SEND at St Joseph's Catholic Primary School**

St. Joseph's Catholic Primary School provides a broad and balanced curriculum for all children, which focuses on the Intent, Implementation and Impact of all areas. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

- Quality first teaching with strategies for support to aid teachers' planning and differentiation
- Adaptation of input, tasks and outcomes
- Small group intervention in English and Maths for selected students working below age related expectations
- Pre teaching
- Precision teaching
- In-class support
- Small group/individual intensive support sessions in English, Maths and social skills/behaviour
- mentoring - from teaching assistants
- ELSA
- use of ICT facilities as appropriate e.g. reader pens, word processing
- Additional lunchtime support for social and behavioural needs(Squirrels),draw and talk, mindfulness
- Busy box
- Soft space areas in classrooms and breakout rooms
- Support to assist in emotional well-being through referral to the Mental Health Practitioner, school nurse or wellbeing Support.
- Referral to external agencies to access specialist advice.
- Medical support
- 1:1 targeted intervention for specific children
- Phonic support
- Intensive reading support
- Power of 1 and 2 maths intervention
- Handwriting and spelling support
- Speech and language support for identified students delivered by support staff in conjunction with specialist agencies
- ISI
- Sensory circuits
- Sensory music session

More information on the range of strategies and interventions used at St Joseph's can be found in our Local Offer that can be accessed on our school website

### **SEN Facilities at St Joseph's Catholic Primary School**

- ▣ Squirrels Nurture Base – Nurture breakfast/lunch and Squirrels sessions
  - ▣ The Rainbow Room - small group intervention facilities
  - ▣ The Butterfly Room - outside learning chalet
  - ▣ Forest School – outside learning environment
  - ▣ The Bubble Room – Sensory room
- Wellbeing room

### **Partnership with Parents**

We run a parent coffee morning/afternoon for SEN parents every half term. The SENDCo arranges for outside agencies, organisations and other professional to attend these meeting to deliver workshops or inform parents of the ranges of services and support there is available in the local area.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge as parents at all stages. We encourage parents to make an active contribution to their child's education.

We meet with parents each term to share progress and update targets. We inform the parents of any outside agency involvement and we share the process of decision-making by providing clear information relating to the education of their child. Parents are invited to contact the school at any other times to arrange a meeting or a chat with the class teacher or SENDCO as they feel is necessary.

Annual questionnaires are sent to all families with children on the SEN register and we use the feedback from this to inform our practice and improve our provision.

### **Transition**

This can be between school years, to another setting at any time, in year 6 or into Nursery. We will follow a transition plan that will be put in place as early as we can to support that change. This will include introductions, visits to settings, photographs, starting to establish new routines, understanding the change, meetings with parents, agencies and settings, as appropriate to the individual child. We hope to ensure the child, parents, staff and school, are all comfortable with the next stage in their educational journey.

Staff always meet the SENDCo before the new academic year and then meet with the year group team and SENDCo mid-September to discuss specific needs and any targeted intervention.

### **Training**

The SENDCo keeps up to date with all training through the local DSPL4 partnership, County and local SENDCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff. In addition to INSET days, training also takes place internally as needs arise. With targeted groups supported through specific sessions, for example – 1-1 TAs have a specific training and support package that is tailored to children's specific needs and supported at times with input from external agency advice. School can also access outside agencies whom they are working with such as; Speech and Language Therapist, Rivers Behaviour Team, Amwell View, Middleton

outreach, Pupil Support Worker, Autism and communication team, Phoenix Behaviour Base, square 1 behaviour support or Educational Psychologists to help with specific learning/CPD as needed.

In order to maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff, including teaching Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

Training is accessed in a range of ways:

- In school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service. Language & Literacy Support Service, Autistic Spectrum, Trauma awareness, ACES
- Attending accredited courses run by the LA or other specialist agencies
- In school training by the SENDCO
- School to school support in the Partnership or trust

The induction process for new teaching staff includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

The school's SENDCO regularly attends SENDCO liaison meetings in the local area in order to keep up to date with local and national updates in SEN.

### **Local Links**

We work closely with outside agencies when appropriate and work collaboratively to support pupil's development and learning.

Academies work closely with Partnership schools to adopt a broadly consistent approach, including attending termly DSPL meetings. SENDCOs in the Partnership schools liaise closely to provide information about students with SEN and disabilities at transition times.

## APPENDIX 2

### **St Thomas of Canterbury Primary School**

**Named SEN Governor:** Mr David Lang

**SENDCo:** Mrs Emma Overett

### **Strategies for Raising Achievement for students with SEND at St Thomas of Canterbury Primary School**

St Thomas' aims to provide an enriched, broad and balanced curriculum for all children to experience. The National Curriculum for England 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and adapted activities to respond to children's diverse learning needs. Some children have barriers to learning that mean that they have special needs and require particular action by the school.

Teachers take account of children's additional needs and make provision to support individuals or groups of children and thus enable them to participate in a highly ambitious, broad and balanced curriculum matched to their developmental stage.

We aim to create a school environment where pupils can contribute to their own learning by offering all students, when appropriate, the opportunity to voice their own opinions. Through encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals, high aspirations are maintained for all children despite any SEND. Pupil participation in all school life is highly promoted.

Strategies to promote achievement include but are not limited to:

- Quality first teaching with strategies for support to aid teachers' planning and differentiation.
- Differentiation of input, tasks, equipment and outcomes
- Small group intervention in English, Science and Maths for selected students working towards or below age related expectations
- In and out of class support where appropriate
- Differentiated curriculum, recording style and provision for children working outside of their developmental age or stage. This may relate to the environment, teaching materials or resources
- Small group/individual intensive support sessions in English, Maths, Social Skills, Emotional Regulation, Physical Development
- Mentoring and tuition during and outside of the school day - from teaching assistants
- Use of ICT facilities as appropriate e.g. dictation, word processing, filming or recording
- Extra-curricular paired reading
- 1 to 1 tutoring outside of the school day
- Additional lunchtime support for social skills, sensory challenges and behavioural related needs
- Speech and language support for identified students
- Support to assist in emotional well-being through Emotional Regulation intervention and further referral to Rivers Behaviour Team or the school counsellor and/or Rainbows Pastoral Support Programme
- Referral to external agencies to access specialist advice in all areas of SEND.
- Medical support
- 1:1 and small group targeted intervention for specific children
- Before school reading interventions daily to further develop literacy
- Speech and language support for identified students delivered by support staff in conjunction with specialist agencies and research based support programmes

## **SEN Provision (please also refer to our SEN Information Report)**

We understand that children learn and understand in different ways and have the right to access the curriculum and realise their potential. This may require different strategies for learning and different teaching approaches. We aim for all teachers to consider the different needs of the individuals in their class within their planning, assessment and monitoring of the child. We strive to provide tailored learning opportunities and use adaptive teaching strategies to scaffold and support specific areas of need. Typical intervention groups are for phonics, reading, spelling, fine motor skills, maths, handwriting, speech and language, language enrichment, social communication and emotional literacy. We want all children to participate in all aspects of school life. This may include alternative environments to enrich the curriculum for SEND children or provide an environment more conducive to learning for an individual or small group. We ensure tailored planning of activities, including school trips to consider individual needs.

Assessments are used to profile the students and identify those who require personalised intervention programmes and IEPs (Individual Education Plan). Information is gathered about the child to help to identify areas of priority for extra support and provision. This formally happens at Pupil Progress Meetings at the end of each term and when individual targets are set. The SENCO in conjunction with LSAs, TAs and class teachers also closely monitor all interventions so any adjustments, if needed, can be identified early. Adjustments can then be implemented through close liaison with relevant staff. This means that provisions may be reviewed at any time so the need of every child can be met as it arises. The cycle of Assess, Plan, Do, Review is ongoing and can begin at any time should a parent or teacher have any concern that a child may have a barrier to learning. If a child does not respond to short-term targeted intervention, further support is sought from SENDCo and a formal meeting will be held with parents to discuss next steps. At this point the child may be added to the schools SEND Register.

For children who require support with their emotional regulation, we have a dedicated quiet library room and 'Hub' with dark tent, beanbags and cosy environment resources where any child can go as needed. The school use Emotional Regulation and Emotional Literacy resources, in conjunction with the Therapeutic Thinking approach for teaching co and self-regulation and as a basis for behaviour management. Every class follows this to help children understand the difference between their feelings, emotions and reactions. Individual Emotional Regulation intervention is put in place for children needing additional support in this area. This is delivered by LSAs and overseen by SENDCo in order to monitor progress in emotional literacy and regulation.

### **Transition**

We have clear transition arrangements. For new Reception children we will liaise closely with pre-school settings and parents, this includes home or pre-school visits as well as liaison with external professionals, family support workers or SENCOs as appropriate. Children with SEN needs will have an individualised Transition Plan, written in conjunction with parents. For Year 6 moving to Secondary schools we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times, if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to ensure a successful transition. At the end of each year a full transition meeting takes place from current class teacher to new teacher, to make sure they are fully aware of incoming needs.

## Training

The SENDCo keeps up to date with all training through the local DSPL3 partnership as well as sharing of good practice through the St Francis of Assisi Academy Trust SEND cluster. Links with county and local SENDCO liaison meetings are strong. Training is then allocated in house or through local online or face to face courses and the academy cluster to help meet the needs of individual staff. In addition to INSET days training also takes place internally as needs arise. School can also access outside agencies whom they are working with such as; Speech and Language Therapist, Rivers Behaviour Team, Amwell View, Outreach pupil support workers or Educational Psychologists to help with specific needs or whole school CPD as needed.

In order to maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

Training is accessed in a range of ways:

- In school, by specialist services working with particular students, e.g. Educational Psychology Service, Communication and Autism Team, Speech and Language Therapy, Cognition and Learning Team Advisory Services and Outreach Teams
- Attending accredited courses run by the LA or other specialist agencies
- In school training by the SENDCO
- School to school support in the Trust

The induction process for new teaching or support staff includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

The school's SENDCO regularly attends SENDCO liaison meetings in the local area in order to keep up to date with local and national updates in SEN and their own professional knowledge. In addition the SENDCO leads regular Trust wide cluster meetings in role as SEN Director for St Francis of Assisi Academy Trust.

## APPENDIX 3

**St Mary's Catholic Secondary school**

**SEN Link Governor** : Elaine Sullivan

**SENDCo:** Helen Johnston

### **Strategies for Raising Achievement for students with SEND**

#### **Aim:**

To ensure that all students are enabled to enjoy their time in school and flourish as independent and resilient communicators.

#### **Objectives:**

1. We aim to create a school environment where pupils can contribute to their own learning by offering all students, when appropriate, the opportunity to voice their own opinions. Through encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals, children can raise attainment and be more aspirational. Pupil participation in all school life is encouraged, promoted and celebrated.
2. We value and accept the positive role and contribution parents can make. We encourage parents to work with the school and other professionals so that the child's needs are identified and met at the earliest opportunity. If a child has a need identified, we will work closely with them to set up a plan and targeted support through the assess, plan, do, review process.
3. We understand that children learn and understand in different ways and have the right to access the curriculum and realise their potential. This may require different strategies for learning and different teaching approaches. We aim for all teachers to consider the different needs of the individuals in their class within their planning, assessment and monitoring of the child. We strive to provide tailored learning opportunities and support for areas of need. Typical intervention groups are for reading, fine motor skills, handwriting, language enrichment and emotional literacy.

Each faculty in the school has the responsibility to meet the needs of all the students in the school in their curriculum areas.

A wide variety of strategies are used to provide SEN support for students in various areas of the curriculum. The following interventions and methods currently exist in the School:

- Adaptation of input, tasks and outcomes
- In-class support- this may be high quality teaching, an additional adult, exam concessions,
- Small group/individual intensive support sessions in literacy, numeracy and social skills/behaviour for identified students by pastoral and SEND
- Counsellor from SafeSpace
- Use of ICT facilities including software packages (e.g. Lexia, reader pens, Accelerated Reader, Immersive Reader)
- NGRT Digital test of reading comprehension in Year 7 to assess reading and spelling and to identify interventions needed
- Extra-curricular homework sessions
- Referrals for input for speech and language support for identified students



- Support to assist in emotional well-being through referral to outreach services via the school pastoral support lead.
- Guidance through the Year 9 options process, with personalised pathways.
- Exam access arrangements in public exams for students meeting the Joint Council for Qualifications eligibility criteria and all assessment to ensure this is the normal way of working for the student.
- Referral to external agencies to access specialist advice within the four broad areas of need
- Medical support for students managing health needs
- Small class teaching in Science and Maths when deemed necessary to maximise outcomes for children – strategically planned with qualified teachers for the Learning Support Key Stage 4 option.
- 1:1 targeted interventions for specific children in literacy, numeracy and ELSA
- Before school reading interventions
- Speech and language support for identified students delivered by SALT County specialist
- Support to assist in emotional well-being through referral to Links Outreach service, brief therapy, Drawing and Talking Therapy or the pastoral team
- High quality teaching with strategies for support communicated via INSET Staff Resources to aid teachers planning and differentiation
- Assessments are used to profile the students and identify personalised intervention programmes
- Information is gathered about the child to help to identify areas of priority for extra support and provision.
- A Pupil Profile is created for teachers so that they can understand what adjustments are needed in the classroom (Quality First Teaching)
- The Pupil Profile is shared with parents and students 3 times a year and updated where necessary.
- We also closely monitor all interventions so any adjustments, if needed, can be identified. Adjustments can then be implemented through close liaison with LSA, class teacher and SENDCO. This means that provisions may be reviewed at any time so the need of every child can be met as it arises.
- We want all children to participate in all aspects of school life - this may include going to different environments and therefore, will aim for tailored planning of activities, including school trips to consider individual needs.

### **Student Transition at end of phase**

We have clear transition arrangements. For Year 6 to Secondary schools we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times, if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to help that child's transition be successful. The SENDCO will also liaise with teachers and agencies involved for all transitions.

### **Training**

In order to maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have

access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

The SENDCo keeps up to date with all training through the local DSPL3partnership, County and local SENDCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff. In addition to INSET days

Training is accessed in a range of ways:

- In school, by specialist services working with students, e.g., Educational Psychology Service, CAMHS and other medical professionals
- Attending accredited courses run by the LA or other specialist agencies
- In school training delivered by the SENDCo
- School to school support
- The induction process for new teaching staff includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- Training providers are also invited into St Mary's such as; Speech and Language, Post Adoption Service, Visually Impaired Team to educate staff on the particular needs of certain students.
- The school's SENDCo regularly attends SENDCo liaison meetings in the local area in order to keep up to date with local and national updates in SEN.

### **Local Links**

Academies work closely with Partnership schools to adopt a broadly consistent approach. SENDCos in the Partnership schools liaise closely to provide information about students with SEND and disabilities at transition times. Students with SEND are always discussed when the key members of staff, including the SENDCo, visit the primary Schools at the end of the school year. In the case of the transfer of a pupil with an EHCP, the necessary consultation will take place to ensure a smooth transfer and where appropriate the student may visit the receiving school several times

## APPENDIX 4

### **Sacred Heart Catholic Primary School**

**SEN Link Governor:** Mr Dave Timson

**Senco:** Mrs Lynsey Lewis

### **Strategies for Raising Achievement for students with SEND.**

#### **Aim:**

To ensure that all students are enabled to enjoy their time in school and flourish as independent and resilient communicators.

#### **Objectives:**

1. We aim to create a school environment where pupils can contribute to their own learning by offering all students, when appropriate, the opportunity to voice their own opinions. Through encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals, children can raise attainment and be more aspirational. Pupil participation in all school life is encouraged, promoted and celebrated.
2. We value and accept the positive role and contribution parents can make. We encourage parents to work with the school and other professionals so that the child's needs are identified and met at the earliest opportunity. If a child has a need identified, we will work closely with them to set up a plan and targeted support through the assess, plan, do, review process.
3. We understand that children learn and understand in different ways and have the right to access the curriculum and realise their potential. This may require different strategies for learning and different teaching approaches. We aim for all teachers to consider the different needs of the individuals in their class within their planning, assessment and monitoring of the child. We strive to provide tailored learning opportunities and support for areas of need. Typical intervention groups are for reading, fine motor skills, handwriting, language enrichment and emotional literacy.

*A wide variety of strategies are used to provide SEN support for students in various areas of the curriculum. The following interventions and methods currently exist in the school:*

- Adaptation of input, tasks and outcomes
- Small group teaching in English and Maths for selected students working below age-related expectations at KS1 and KS2
- In-class support- this may be high quality teaching, an additional adult, exam concessions for example extra time, reader or rest breaks.
- Small group or individual intensive support sessions in literacy, numeracy and social skills/behaviour for identified students by a trained member of staff.
- Use of ICT facilities including software packages
- Paired reading

- Referrals for input from the speech and language service for identified students.
- Support to assist in emotional well-being through referral to outreach.
- Referral to external agencies to access specialist advice within the four broad areas of need.
- Medical support for students managing health needs.
- High quality teaching with strategies for support to aid teachers' planning and differentiation.
- Assessments are used to profile the students and identify personalised intervention programmes. Information is gathered about the child to help to identify areas of priority for extra support and provision. This formally happens at termly Pupil Progress Meetings when individual targets are set. We also closely monitor all interventions so any adjustments, if needed, can be identified. Adjustments can then be implemented through close liaison with TA, class teacher and SENCO. This means that provisions may be reviewed at any time so the need of every child can be met as it arises.
- We want all children to participate in all aspects of school life - this may include going to different environments and therefore, will aim for tailored planning of activities, including school trips to consider individual needs.
- More information on the range of strategies and interventions used at Sacred Heart can be found in our Local Offer that can be accessed on our school website.

### **Student Transition and at the end of KS2**

We have clear transition arrangements. For Year 6 to Secondary schools, we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times, if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to help that child's transition be successful. At the end of each year a full transition meeting takes place from current class teacher to new teacher, to make sure they are fully aware of needs. The SENCO will also liaise with teachers and agencies involved for all transitions.

### **Partnership with Parents**

The Senco is available to meet on a 1:1 basis with any parent. Outside agencies, organizations and other professionals may also attend these meetings to deliver workshops or inform parents of the range of services and support there is available in the local area.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings, and knowledge as parents at all stages. We encourage parents to make an active contribution to their child's education.

We meet with parents each term to share progress and update targets. We inform the parents of any outside agency involvement, and we share the process of decision-making by providing clear

information relating to the education of their child. Parents are invited to contact the school at any other time to arrange a meeting or a chat with the class teacher or SENCO as they feel is necessary.

Annual questionnaires are sent to all families with children on the SEN register and we use the feedback from this to inform our practice and improve our provision.

### **Training**

To maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

The Senco keeps up to date with all training through the local DSPL3 partnership, County and local SENCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff. In addition to INSET days

Training is accessed in a range of ways:

- In school, by specialist services working with students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service.
- Attending accredited courses run by the LA or other specialist agencies.
- In school training by the Senco
- School to school support

Training also takes place internally as needs arise. School can also access outside agencies whom they are working with such as Speech and Language Therapist, Behaviour team and Educational Psychologists to help with specific learning/CPD as needed.

The induction process for new teaching staff includes a meeting with the Senco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's Senco regularly attends Senco liaison meetings in the local area to keep up to date with local and national updates in SEN.

### **Local Links**

Sacred Heart works closely with Partnership schools to adopt a broadly consistent approach. Senco in the Partnership schools liaise closely to provide information about students with SEND and disabilities at transition times. Students with SEND are always discussed when the year leader and Senco visit the primary Schools at the end of the school year. In the case of the transfer of a pupil with an EHCP, the necessary consultation will take place to ensure a smooth transfer and where appropriate the student may visit the receiving school several times.

## APPENDIX 5

### **St Augustine's Catholic Primary**

**Named SEN Governor:** Mrs Norah Flatley

**SENDCO:** Mrs Debbie Johnson

### **Strategies for Raising Achievement for students with SEND at St Augustine's Catholic Primary School**

Our mission statement is: ***'We come to school to live and learn happily together by loving ourselves and each other as Jesus teaches us.'***

At St Augustine's we strive to live out the Gospel teachings of Jesus through loving and supporting each other. Our children's health and emotional wellbeing is of paramount importance. The school has clear policies around areas such as medical needs, child bullying. Every child has a named adult they can talk to as part of our pastoral care. A few children may require an individual medical plan, care plan or safety support plan or any other specialised input deemed necessary.

Our school offers a broad and balanced curriculum, which is fully inclusive. In order for all children to access the curriculum, some children will benefit from differentiation, scaffolded and/or additional support. A few children, with Special Educational Needs and Disabilities (SEND) will require more precise individualised support.

Provision includes:

- Quality first teaching with strategies for support to aid teachers' planning and differentiation (to include the 'Five-a- Day' principle- explicit instruction; metacognitive and cognitive strategies; scaffolding; flexible grouping; using technology), pre-teaching
- Evidenced-based screening assessment tools to identify need and personalise interventions. Small group/individual support sessions for speech and language
- Differentiation of input, tasks and outcomes
- Small group intervention in English and Maths for selected pupils working below age related expectations
- Small group/individual support sessions for social skills/behaviour
- KS1 and KS2 SATs support- additional time, adult support
- Multi-sensory approaches including the IDL literacy software to support pupils with dyslexic traits
- In -class support
- Mentoring
- Use of ICT facilities as appropriate e.g. laptop, ipad
- Additional lunchtime and break time support for social and behavioural needs, eg 20-20-20

- Support with emotional well-being – educational wellbeing practitioner as part of the Mental Health Support Team
- External agencies to access specialist advice including educational psychology service, speech and language service, occupational therapy services, specific learning difficulties team, social and communication team (who work in conjunction with school team to deliver support)
- Medical support from school nursing team
- Hertfordshire STEPS- therapeutic approach to behaviour management

### **SEN Facilities at St Augustine’s Catholic Primary**

- The Sunshine Room - nurture, 121 and small group sessions
- The Rainbow Room - small group sessions, 121 and small group sessions
- The library- quiet space for reflection, calming and de-regulation

### **Partnership with Parents**

At St Augustine’s, staff work as a team to ensure that all children are supported in their learning and development. Some children may require a greater level of input from teaching or support staff. This will be discussed with parents/carers so that we can work jointly on targets and actively encourage working in partnership. The parents / carers of all children are invited to consultation meetings twice a year to discuss progress. A full written report is provided to parents at the end of each academic year. If a child receives additional support, parents will be invited to meet with the Class teacher regularly to ensure effective home school partnerships are maintained. The SENDCO can be involved at this meeting. Before a child is placed on the Monitoring Register (which covers children who require additional support) or the SEND Register (which covers children with Special Educational Needs), parents / carers will be invited to discuss this with the Class Teacher and the SENDCO.

In addition, there are other opportunities to work with parents to discuss progress. The school operates an open-door policy and appointments to meet with teaching staff (and SENDCO if needed) can be arranged with their agreement via the school office for the end of the teaching day. For a few children, meetings involving external professionals or review meetings will also be held.

### **Transition**

SEN support includes planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the Code of Practice June 2014, Preparing for adulthood from the earliest years). Transition includes between school years, to other settings, to Secondary schools. Early support is undertaken and includes introductions, visits, Y7 Leader visits, social stories, meeting with new parents, individual, group and class work (assisted by the educational wellbeing practitioner), in class discussions. Transition meetings with all professionals are actively encouraged.

### **Training**

All staff are encouraged to undertake training and development to ensure that they consistently understand the needs of the pupils they teach

DSPL4 local partnership offering training opportunities – locally and county-wide- including SENDCO liaison meetings to keep up to date with local and national updates in SEND which is then disseminated to staff by the SENDCO when needed

- CPD training to upskill school colleagues either whole school, e.g STEPS or for individual support, e.g. Autism training either in house or through local courses, speech and language
- External professionals- speech and language therapists, specialist advisory teachers
- Induction training for new staff

#### **Local Links**

We work collaboratively with:

- local agencies to support our pupils' development and learning, eg HABS
  - our Partnership schools in the Academy to share good practice and a consistent approach.
  - SENDCO colleagues across the County
-



## APPENDIX 6

### **St Joseph's Catholic Primary, Bishop's Stortford**

**Named SEN Governor:** Mrs Suzie Carpenter

**SENDCo:** Mrs Ruth Rogers

### **Strategies for Raising Achievement for students with SEND at St Joseph's Catholic Primary School**

At St Joseph's our mission statement; 'To live, love and learn in a caring Christian community' permeates all that we do. Our aims are to ensure that all pupils: develop a love of learning; establish a high level of self-esteem/sense of self-worth, and build good relationships with all members of the school community- the family of St Joseph's. We promote positive behaviour and encourage our children to learn from one another and work as a team. For our most vulnerable children, we assign a designated teaching assistant/teacher so that the child has a key adult they feel able to talk to as and when needed.

At St Joseph's we ensure we offer:

- ▣ quality first teaching to all of our pupils.
- ▣ adapted learning tasks, input, resources and outcomes where appropriate
- ▣ use of evidence-based screening assessment tools
- ▣ pre teaching of concepts and vocabulary
- ▣ use of ICT as appropriate
- ▣ small group work or individual support sessions for academic or social and emotional development
- ▣ personalised curriculum to support the needs of pupils with an EHCP
- ▣ referrals to agencies to access specialist support
- ▣ therapeutic approach to behaviour management following the Hertfordshire Therapeutic Thinking.
- ▣ additional lunchtime support for social and emotional behavioural needs
- ▣ discrete teaching of emotional regulation strategies

### **SEN Facilities at St Joseph's Catholic Primary School**

- ▣ Modern building with full accessibility
- ▣ SEND sensory room
- ▣ Group rooms
- ▣ Forest School
- ▣ Specific quiet outdoor area
- ▣ Large playground and field

Please refer to our SEND Information Report for detailed information regarding our graduated response.

### **Partnership with Parents**

We treat all parents of children with SEND as partners. This requires positive attitudes by all and in some circumstances, additional support and encouragement for parents. We welcome and encourage parents to participate from the outset as the relationship between the parents and the school has a crucial bearing on the child's progress and the effectiveness of the school-based action. We actively seek the involvement of parents in developing and implementing a joint learning approach at home and in school. Parents' views on the child's progress are sought and they are always consulted as part

of the school's Support Plan review process. Pupils on the SEND Register with a current support plan will be offered the opportunity to review progress with the Class Teacher and SENCo three times per academic year during the school day.

The SENCO also holds regular half termly "Parent Cafes" where parents of pupils with SEND can attend to network and share experiences. Parent support groups such as Space, Add-Vance, Nessie, also attend the café's to share what they do to support parents

### **Provision**

Where a pupil has been identified as requiring support which is in addition to the differentiated and individualised teaching and learning already in place in the classroom, the class teacher will respond by planning, monitoring and reviewing additional pupil-specific strategies. These strategies will be identified on an Individual Provision Map. Additionally, a pupil Support Plan is created in collaboration with parents. The Support Plan will be stored centrally and can be easily accessed by all adults working with the child.

The SENCo has responsibility for supporting the class teacher. The deployment of TA support at St. Joseph's takes advice from the findings of the DISS Project (Briefing Note 6, DCSF & WAG, 2008) which calls for, "schools to evaluate their current deployment of TAs and ensure that they do not routinely support low/SEN pupils and risk pupils' separation from the teacher and curriculum". This study also recommended that "pupils in most need should not be routinely supported by TAs". (Briefing Note 6, DCSF & WAG, 2008) For the pupils at St. Joseph's with SEN, this may mean that TA support would not be the most beneficial strategy to support their needs. Evidence of well-considered, effectively planned and resourced, individualised provision, as well as detailed monitoring and review by the class teacher is essential first before the subsequent SEN Support Stages are considered.

Where a pupil's needs are ongoing and have not been met in the classroom, despite highly individualised support being put in place, additional support is planned collaboratively between the class teacher, SENCo, Teaching Assistant (where appropriate), parents/carer and the pupil themselves. Additional support is most likely to take the form of paired or small group withdrawal sessions. Class teachers continue to be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff.

If, despite the additional support and input received a pupil continues not to make desired or appropriate progress, or their wellbeing remains a concern, advice and input will be sought from external agencies, with parental permission. Advice from external agencies may include specialist assessments, advice on targets, teaching approaches and materials. As and when advice has been received, it will be shared with parents, teachers and support assistants as appropriate and incorporated into the child's Support Plan, which will continue to be regularly reviewed. Where a pupil has a number of agencies involved in their support, a multi-agency tool for early help can be used. This is called a 'Families First Assessment'. It is a voluntary strategy of support and requires consent from parents or carers. It is designed to address needs which require a multi-agency response. 'Team Around the Family' (TAF) meetings (which involve external professionals and parents) can be put in to place to ensure that all those involved are working together effectively to meet the needs of the pupil.

### **EHC Plans and/or Local High Needs Funding**

Where a child continues to demonstrate significant cause for concern; despite the additional provision and support that has been put in to place, or when multiple agencies are involved or required, an application may be made to the LA for an Education Health Care Plan (EHCP). If issued, the EHCP will establish their specific needs and the range of provision suitable to meet those needs. For pupils whose needs require immediate support beyond that which can reasonably be provided for the school, an application can be made for Local High Needs Funding.

## **Transition**

Transfer to the next class – All children with additional needs receive a visual transition book to take home with details of their new classroom, playground, toilets, adults. Along with a whole school transition day, pupils have additional visits to their new classroom and 1:1 sessions with their new teacher.

Transfer to a new school ~ As part of transition to a new school, we promote visiting the new setting as frequently as possible to help the child familiarise themselves with the new staff, pupils and classroom. Any paperwork e.g. school reports, levels of attainment, attendance reports will be passed on to the new setting within 2 weeks of them leaving St Joseph's.

Transfer to Secondary school ~ In preparation for Secondary school, children in year 6 are invited to take part in a transition day at their chosen school. Children with additional needs may make several visits to the school in advance of 'Transition day'. The SENDCo will meet with and liaise with the SENDCo from the chosen Secondary school so that transition is as seamless as possible for your child. For all children, records of progress are transferred and discussed within 15 days of the child leaving St Joseph's. Both electronic and paper documents are transferred and discussed with new staff.

## **Training**

The SENDCo keeps up to date with all training through the local DSPL3 partnership, County and local SENDCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff.

Training for all staff is accessed in a range of ways:

- ▣ In school, by specialist services working with particular students, e.g., Educational Psychology Service, Rivers Behaviour Team, Speech and Language, Occupational Therapy, Amwell View outreach, Speech, language, communication and autism team, Early Years SEND, Visual impairment team, ADD- vance, Space and other education providers.
- ▣ Attending accredited courses run by the LA or other specialist agencies
- ▣ In school training by the SENDCo
- ▣ School to school support

The induction process for all new staff includes a meeting with the SENDCo.

## **Local Links**

We work collaboratively with outside agencies, local specialist schools, other schools within DSPL3 and within the academy trust.

## APPENDIX 7

**School:** St. Joseph's Catholic Primary School Hertford

**Named SEN Governor:** Marie Godfrey

**SENDCo:** Rachel Mayes

### Strategies for Raising Achievement for students with SEND at St Joseph's Catholic Primary School

#### **SEN Facilities at St Joseph's Catholic Primary School**

When a teacher/parent has concerns about a child, these concerns will be discussed with the SENDCo. Concerns may take a range of forms:

- a child may be failing to make progress in a particular area or in all areas despite a differentiated curriculum.
- assessments may indicate a learning difficulty.
- a child's behaviour may be the cause of concern.

Support will take a range of forms including:

#### Social and Emotional

- Drawing and Talking
- Rainbows
- Future Livings
- School Nurse
- Family Support Worker
- Specialist Family Support Worker
- FFA

#### Speech Language and communication

- Access to school based SALT
- 1-1 support for SALT targets

#### Cognition and Learning

- Whizzy Words
- Ucan 2
- IDL ( English and Maths)
- School based Phonics intervention
- Reading Recovery

#### Physical and Sensory

- Sensory Circuits
- Attention Bucket
- Buzy boxes

The SENDCo and teacher will decide on a course of action. This may be a strategy to be implemented in the classroom, or identify appropriate interventions to secure better progress. Any action or intervention will be discussed with the parents either immediately or at the next Parents' Consultation Meeting.

If the initial concern continues despite the action taken then the class teacher, in consultation with the SENDCo, offers interventions that are different from or additional to the school's usual working

practices. These will be outlined in an Individual Support Plan. Parents are invited to attend a meeting with the class teacher to discuss the intended outcomes and how they too can help their child. The Individual Support Plan is reviewed at least termly with the Class Teacher/TA and SENCo but may be more frequently depending on need.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school may involve external specialists to offer advice and further support. Parents are always involved in any decision to involve external support.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents, or directly by the parents. In either case a range of written evidence about the child will support the request. Following an Education, Health Care needs assessment an Education, Health Care Plan may be issued. Parents and the child/young person will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual child and young person, sits at the heart of the assessment and planning process. Formal reviews of the EHC plan must take place at least annually. Strategies to support children at all stages will usually be implemented within the classroom, although some additional support, as indicated in an Individual Support Plan, may be provided on an individual or small group basis with support staff or other SEN teachers.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

### **Partnership with Parents**

Parents have much to contribute to our support for children with special educational needs and disabilities. The school works closely with parents in the support of those children, encouraging an active partnership through ongoing dialogue, joint planning and responsibility. The home-school agreement is central to this shared approach to education.

Parents are consulted regularly and encouraged to participate in their child's educational development. Meetings are held at least termly to share the progress children have made against individual targets and any external support or intervention is discussed and agreed. Reports from outside agencies are shared with parents and outside agencies will meet with parents if requested. When a decision has been made to apply for an Education, Health Care needs assessment, parents are encouraged to make written contributions and to attend annual reviews when a child has an EHC plan.

Confidentiality will be respected at all times. In accordance with whole school policies all staff will respect the confidentiality of all information relating to pupils and their families. All staff will implement confidentiality with regard to information and policy decisions taken by the Governing Body.

### **Transition**

We have clear transition arrangements. For Year 6 to Secondary schools we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times,

if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to help that child's transition be successful. At the end of each year a full transition meeting takes place from current class teacher to new teacher, to make sure they are fully aware of needs. The SENDCO will also liaise with teachers and agencies involved for all transitions.

### **Training**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

### **Local Links**

St Joseph's Catholic Primary school SEND information report on school website:  
<http://www.stjosephs255.herts.sch.uk/special-educational-needs-and-disability/>

Special Educational Needs and disabilities Code of Practice 0-25 years:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/rights-disabled-person/education-rights>

Special Educational Needs and Disability Local Offer – in Hertfordshire  
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/educ/>

## APPENDIX 8

### **St Cross Catholic Primary School**

**Named SEN Governor:** Mrs Kathryn Bennet

**SENDCo:** Mrs Emma James

### **SEN Facilities at St Cross Catholic Primary School**

St Cross Catholic Primary School as a community reflects and celebrates the diversity of Christ's kingdom where each individual works and learns alongside each other. Our commitment is to the needs of every child. We seek to ensure equality of opportunity for all of our pupils in terms of access to a broad, balanced, relevant and adapted curriculum. At St. Cross, we identify the needs of pupils by considering the needs of the whole child. We encourage early identification – identifying need at the earliest point and then making effective provision.

Teachers will assess each pupil's current skills and levels of attainment on entry and half termly thereafter, including where pupils access support from teaching assistants or specialist staff. Assessment is reviewed regularly. This helps to ensure that support and interventions are matched to need and barriers to learning are identified and overcome.

Teachers deliver high quality teaching and adapted lessons to meet the needs of all individuals. Appropriate interventions may be introduced based on any areas of need identified during Pupil Progress Meetings. This may include:

- ▣ Small group intervention in English and Maths for selected students working below age related expectations, including Rapid Phonics, Lexia, Catch Up Literacy/Numeracy and the IDL programme
- ▣ Pre and post teaching
- ▣ In-class support
- ▣ Individual intensive support sessions in English, Maths, including SPLD Phonics programme and speech and language.  
NELi assessment for every pupil in EYFS and programme initiated for key children.
- ▣ Social skills/behaviour support, including Lego Therapy and Nurture group.  
Sensory Circuits  
Bucket Therapy
- ▣ Use of ICT facilities as appropriate e.g. sentence building  
APPS, word processing and Reader Pen.
- ▣ Additional lunchtime support for social and behavioural needs, including the 20:20:20 programme
- ▣ Referral to external agencies to access specialist advice where needed, including Advisory Service, Rivers ESC Behaviour Support and Speech and Language
- ▣ Medical support, including epilepsy training.
- ▣ Speech and Language support for identified pupils delivered by support staff in conjunction with specialist agencies, e.g. SCERTS programme.
- ▣ Access to the Sensory Room, Sunflower Room (used for Nurture) and Forest School
- ▣ An individual Learning Plan with personalised targets which is reviewed termly with parent and child voice included.

Pupil Passports indicate pupil voice and are updated annually.

## **Partnership with Parents**

St Cross Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

Parents are fully aware of the planned support and interventions and Learning Plans seek parental involvement to reinforce or contribute to progress at home. Learning Plans are reviewed termly with parents.

Regular coffee mornings/afternoons are held and parents are invited alongside outside agencies, including SPACE.

The website is updated regularly with workshops, newsletters and links for parents.

## **Transition**

A well-planned transition programme is key to ensuring that students, staff and parents feel comfortable with the next stage in an educational journey. Transition can be between school years, to another setting at any time or from Year 6. We will follow a transition plan that will be put in place as early as we can to support that change. This may include introductions, visits to settings, photographs and Transition Books, starting to establish new routines, understanding the change, meetings with parents, agencies and settings, as appropriate to the individual child.

Early Years staff and SENDCO visit pupils in nursery setting and parents receive a telephone call to discuss their child before transitioning into Reception.

In Year 6, secondary schools are invited to EHCP reviews in the summer term and additional visits are planned.

## **Training**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEN courses and SENCO forums, and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. This may include training in certain areas for example Autism and ADHD, Conduct Disorders, Managing difficult behaviours, Building Brick Therapy etc.



## **Local Links**

We work closely and collaboratively with outside agencies when appropriate to support pupil's development and learning.

Within the Academy SENCOs work together to adopt a broadly consistent approach, and to share good practice.