



SEND POLICY 2026-2027

That all may have life - life in all its fullness

Our Mission Statement

The aim of our school is excellence in education in accordance with the teachings of the church.

We recognise that everyone is unique and has something to offer and we seek to develop each child's potential in a learning community where all are respected. We want every child to achieve and experience success.

Working in partnership with children, their parents, our parish and the wider community, we promote Christ's teaching as found in the Gospel so that 'all may have life, life in all its fullness'.

We aim to ensure this is done by;

- Praying together
- Living and working together as a loving, caring and forgiving community
- Valuing the experience and diversity of every person in our community
- Encouraging the children to achieve of their best – mentally, emotionally and spiritually
- Helping all in our community to experience the joy of learning and working together

Definition of Special Educational Needs and Disabilities

The 2014 Special Educational Needs and Disabilities Code of Practice for 0 to 25 states that: -

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision from or additional to that normally available to pupils of the same age.

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 making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:-

- 1) Communication and Interaction.
- 2) Cognition and Learning.
- 3) Social, Emotional and Mental Health.
- 4) Sensory and/or Physical needs.

SECTION 1:

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO in liaison with the SLT, all staff and parents of pupils with SEND.

St Margaret Clitherow is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

The SENCO has responsibility for oversight of all aspects relating to SEN. The SENCO is responsible for the day-to-day operation of the school's SEN policy; class teachers are responsible for the day to day planning and assessment of learning for all pupils including those with SEND.

St Margaret Clitherow's School is an inclusive school and offers a range of provision to support children with SEND in:

- communication and interaction
- cognition and learning difficulties,
- social, emotional and mental health
- sensory, physical or medical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies and after the assess/plan/do/review cycle of quality first teaching and school interventions have been completed. Support is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs, will be given the same opportunities as all children.

However, children with SEND will have careful consideration given to them with an awareness given to their particular learning style or need.

This policy was developed through meetings with parents, discussed with all staff and presented to the Governing Body.

SECTION 2:

Aim

At St Margaret Clitherow's School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We endeavour for all our children to feel that they are a valued part of our school community. Through appropriate curricular provision,

we respect the fact that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies and styles for their learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

OBJECTIVE

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Policy
5. To provide support, advice and training for all staff working with pupils who have special educational needs

SECTION 3: Identifying Special Educational Needs:

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child. The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need.

This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Where there are safeguarding concerns/procedures in place
- Being a looked after child
- Being a child of Service personnel

A system of monitoring progress of the children takes place each half term. This identifies pupils who are not making expected progress and will include progress in areas other than attainment, such as social skills. All children are formally assessed at the end of each term and interventions are planned for the following term. The assess/plan/do/review cycle will gather evidence which informs the class provision map and the impact of interventions and support.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly. This could be through MHST, CAMHS, SALT, the community paediatrician, the school nurse, the GP or another appropriate outside agency. Any presenting behaviour that causes concern is reported to parents in accordance with the Behaviour Policy and recorded on CPOMs. School does, however, recognise that some "inappropriate behaviours" exhibited by children with SEND may not be wilful or deliberate but may be as a result of impulsive behaviours linked to a child's individual needs and discretion will be used when Behaviour Policy sanctions are incurred. St Margaret Clitherow's advocates open and honest communication with all parents.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning.

St. Margaret Clitherow's school is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

Social skills groups

Access to Wellbeing support through the Mental Health Schools Team (MHST)

Multi-Disciplinary Early Intervention (Schools) Team, situated within the CAMH Service in Greenwich.

Time 2 Talk with identified adult within the school.

Section 4: A Graduated Response to SEN Support

Assess-Plan-Do-Review (APDR)

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought in order to provide better support to cater for the difficulties that a child may be experiencing.

When a class teacher identifies that a pupil has SEN/D – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offered:

The class teacher remains responsible for working with the child on a daily basis. If necessary, the SENCO will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary.

SENCO and the class teacher, in consultation with parents may ask for help from external services and a referral made. The class teacher and SENCO are provided with advice or support from outside agencies.

SEN Support should take the form of a cycle through which planning takes place to ascertain the need.

Once the need has been identified specific support and targets are put into place. These actions are revisited, refined and revised with a growing understanding of the pupil's needs and how the interventions are impacting on the progress of the child.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Interventions based on the outcome of assessment are planned

Do: and delivered by appropriately trained staff. Support may take the form of additional in class provision or an intervention group to address a particular need.

Review: the effectiveness of the intervention will be monitored regularly by the class teacher, who is in turn monitored by the SENCO. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

Beyond the classroom

The school recognises that for some pupils, including those with SEN, support is needed beyond the classroom - particularly during the social times of the day for children. Support is in place for children who can feel overwhelmed on the playground. There is a quiet area where children can spend quiet time with their friends and there are a number of structured activities for children to access. Staff actively encourage some children to participate in targeted Playtime clubs in order to support them and these include:

- ☐ Rosary club
- ☐ Gardening Club
- ☐ Art Club

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the

SEN register, in formal consultation and consent of parents.

Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be contacted by the SENCO to discuss inclusion on the SEN register and what this means for the child. The SENCO, in consultation with the class teacher, pupil and parents will draw up a support agreement which takes the form of Personal Learning Plan.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole school provision map, group and individual monitoring sheet. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are where longer term support is required and/or children have a diagnosis of need from an outside professional. The SENCO can and may delegate responsibility to class teachers for informing parents of progress and interventions through the termly parent teacher consultation meetings. The SENCO operates an open door policy and additionally is available for 1:1 meeting with appointment arranged through the office.

The SENCO, in consultation with the class teacher, pupil (if of an appropriate age and understanding) and parents will agree on targets in form of Personal Learning Plan to ensure appropriate interventions are in place.

Assess: should include detailed formative assessment to identify individual barriers to learning.

This may involve assessment in school or assessments by an external agency. This may include a diagnosis.

Plan: advice and recommendations incorporated into Personal Learning Plans drawn up by Class Teacher in consultation with SENCO, Parents and Outside Agencies. It will ultimately be the school's decision as to the appropriate targets written on the plan.

Do: Interventions put in place, following recommendations. They will be time limited and discussed at the termly Pupil Progress Reviews and also seek consent of Parents when Personal Learning Plan has been reviewed.

Review: Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs funding. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented over time, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

Additional funding is achieved at a national level through the Statutory Assessment having a successful outcome and an Education Health Care Plan being issued by the local authority. There are statutory processes and guidelines which need to be adhered to and the process can be a lengthy one. When successful, the thresholds for funding are related to need and can be found in the Banded Funding Guide available on the Local Authority SEND Service website.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be required.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The SENCO will inform parents when their child no longer needs to be on the SEN register. This might take the form of a formal meeting or a telephone call. The child will be monitored closely once they are taken off SEN register and should further intervention be required, in consultation with parents children are re-referred and returned to the register if necessary.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Children are supported according to their needs. Support is provided on a basis of need and decisions are made on the individual/bespoke needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time. Below is a list of agencies which support our children. This is not a definitive or exclusive list and will be adapted to the needs of the children at the school.

We will work with parents and families from the beginning and involve them in all decision making, giving them the opportunity to share their views regularly.

Support services for parents of pupils with SEND include:

The local authority local offer: Parents can refer to the Greenwich Local Authority Local Offer to find information about the Royal Borough of Greenwich local offer for children with special educational needs and disabilities. There is also a link to the Local Authority's Local Offer which gives information about services and support that are available to Greenwich Schools.

<https://greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0> <https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs> Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) Other agencies involved:

- Educational Psychology Service
- Educational Social Work Service
- STEPS Team
- Waterside Behaviour Support Service
- ASD Outreach
- Mental Health Schools Team (MHST)
- CAMHS – Early Intervention Team
- School Nursing Team
- Social Communication Team
- Speech and Language Therapy Service
- Community Paediatricians
- Occupational Therapy Service
- Social Services

It is through the Disability and Equality Policy that the access arrangements are monitored. It is reviewed annually and looks closely at all the access arrangements. The SENCO has responsibility for this policy and works closely with representatives from the SLT and Governing Body.

SEN support vulnerable children who are in the transition process. This could be from Key Stage to Key Stage or entry in or departing to or from St Margaret Clitherow's at any age.

This support may involve different agencies or a SENCO in a corresponding school. SEN Files are transferred to the next school and in the case of pupils transitioning to secondary schools files are transferred before the autumn term. At all stages of a child's learning journey, including for those children identified with SEND, we work in partnership with parents to ensure the best possible outcomes for children.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school currently follows the procedures given by the DfE. These can be seen at:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits - including weekly and half termly evaluated provision, sampling of parent, pupil and staff views through regular dialogue, parent consultation meetings and the annual review process for parents of children with an EHCP.

The school undergoes an active process of continual review and improvement of provision for all pupils, which is regularly reviewed and challenged by the Governing Board.

We work with a range of external professionals to inclusively and fairly support our children including:

1. Professionals who work for statutory services including under NHS and LA, e.g. professionals from these public bodies engaged in undertaking statutory work for the EHCP process;
2. Professionals commissioned by school to undertake work (this includes independent professionals and LA traded services such as Eps;
3. Professionals commissioned by parents.

For the professionals from categories 1 and 2: School work in full partnership with these professionals who provide advice and recommendations of support for individual children within the context of their setting. These professionals work in school collaboratively with staff and school observations are typically followed by advice directly for school professionals to consider, implement and integrate into their school systems for curriculum delivery. Staff implement their advice and recommendations fully and provisions are tracked and assessed regularly to ensure that reviews and the possible updating reports over time to reflect the impact and progress of pupils and this is appropriate as the school has a direct contractual arrangement with the professional to do this.

For professionals from category 3: All individual professional reports are reviewed and discussed in conjunction with other professional advice and recommendations available to the school and the family. This includes the detailed knowledge already gathered by the school team. The child's Personal Learning Plan, and agreed interventions, will reflect these discussions and will be agreed and signed off by the SENCO and Senior Leadership Team. The support provided will reflect resources available to school and the needs and safety of all children.

For all professional advice from external partners the decisions about next steps within the SEND Graduated Approach (including any further work to identify needs, adaptations to teaching, reasonable adjustments and interventions) are made by the SENCO and in consultation with parents, within the context of the school's systems and provisions that are clearly laid out in the SEND Information Report.

SECTION 9: SEND FUNDING/TRAINING AND RESOURCES

Funding

The Governing Body ensures that the school allocates a percentage of the budget to SEND, depending on the number of children requiring additional help. This is spent on resources, training and the Teaching Assistants. The Governing Body ensures correct provision and funding is allocated to those pupils with EHCPs.

Resources

The school has a variety of resources for SEND. Support materials can be found in the sensory circuit room and there are a variety of other resources in the classrooms. Structured interventions will be set up by the SENCO and outside agencies. Such interventions will be carried out by the Teaching Assistants in the school with individuals and groups of children.

Training

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.

Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the Local Authority SENCO Network Meetings in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

SECTION 10: ROLES AND RESPONSIBILITIES:

Provision for pupils with special educational needs and/or disability is a matter for the school as a whole.

In addition to the governing body, the Head teacher and all other members of staff have important responsibilities.

- The school has a named SEND Governor (Mrs Archana Lopez) who monitors SEND provision.
- The Head teacher (Ms Dawn Webb) has overall responsibility to ensure the policy for SEN is implemented.
- The SENCO (Ms Benedicta Ajala) is responsible for assessing pupil's progress, supporting staff, liaising with parents and outside agencies, providing resources and support programmes and managing the teaching assistants.
- All class teachers are responsible and accountable for the progress and development of the pupils in their class. Teachers provide high quality teaching, differentiated for individual pupils.
- Teaching assistant are provided with clear guidance to support the children they are working with. They are provided with appropriate resource/programmes and training from the class teacher, SENCO and external agencies.

SECTION 11: STORING AND MANAGING INFORMATION

The confidential nature of SEND is understood by all staff members. Files and reports will be held and used only by those concerned for the benefit of the child and family. All records kept by SENCO are kept in a locked filing cabinet in the sensory circuit room. All records are transferred to new schools when a child leaves St. Margaret Clitherow's.

SECTION 12: REVIEWING THE POLICY

This policy is reviewed annually.

The SEND Policy will be reviewed according to the following success criteria:

- Any advice or guidance being published by the Department for Education on the New Code of Practice.
- Monitoring of parental involvement
- Monitoring of children's involvement
- Monitoring of individual programmes and group programmes

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

Please refer to the Equality and Disability Policy for further information regarding accessibility of all pupils.

Barriers to learning are removed through careful monitoring, quality first teaching, identification and interventions or referrals to other professional agencies. Contact to members of staff can be made through sao@stmargaretclitherow.greenwich.sch.uk and the email will be forwarded.

SECTION 14: DEALING WITH COMPLAINTS

It is hoped that all positive and negative issues regarding SEN would be discussed and resolved with the class teacher. However, should a parent wish to pursue a matter the SENCO should be contacted after the class teacher. If the matter continues to be unresolved the concern should be taken to the Head teacher. Finally, if the issues have not been resolved, the issue needs to be taken to the Chair of Governors c/o sao@stmargaretclitherow.greenwich.sch.uk

SECTION 15: APPENDICES

This Policy needs to be read in conjunction with other school policies such as Safeguarding, Learning and Teaching, Meeting Medical Needs, Anti-Bullying and Behaviour.

Person Responsible: Ms Ajala (SENCO)

Review Date: September 2027