

# Special Educational Needs (SEND) Policy 2022-2023



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## St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

Approved by: Mrs. K. Blom

Date: September 2022

Last reviewed on: September 2022

Next review due by: September 2023

# Special Educational Needs (SEN) Policy 2022-23

*The SEN policy reflects the principles of the 2015 Code of Practice.*

*"Every child has the right to an education." Article 28.*

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**Ms J Kenna**

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*Claire Higgins is a member of the Senior Leadership team as Inclusion Manag*



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

SEND Code of Practice: 0-25 Years

The Equality Act 2010

Statutory Guidance on Supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan

The National Curriculum in England

Teachers standards

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

This policy should be read in conjunction with the following school policies and documents:- Relationships. & Behaviour Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Local Offer for SEN, SEN Information Report, Equalities Policy

### **Introduction**

At St John Fisher RC Primary, we pride ourselves on the inclusive nature of our school. It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We have high expectations for all our pupils and we aim to provide every child with equal opportunities to access a broad and balanced education. We value the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background and we actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to provide the necessary provision for any child who has SEND and that those needs are known to all who are likely to work with the pupil. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have SEND.

### **Aims and objectives**

At St John Fisher RC Primary we:

- Create a learning community that meets the needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils of different abilities.
- Identify and assess children with SEND as early as possible by gathering information from parents, staff and other agencies.
- Identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Ensure that pupils participate and are involved in the process of information gathering and reviewing progress.



- Ensure funding is allocated to provide high quality provision for those with identified SEND.
- Encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- Ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- Ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development
- Ensure pupils with medical conditions are included in all school activities by ensuring consultation with health and social care professionals
- Identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to access all elements of the school curriculum
- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

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

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at St John Fisher are available to children with SEND. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, performance against 'P' level descriptions and the Age Related Expectations of the National Curriculum and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of SEND Support Plans (SSPs) for all pupils with SEND, involving both parents and pupils as much as possible.



- Ensuring that advice from outside agencies is sought and incorporated into SSPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCPs).
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Inclusion Manager (SENCO), Class teacher
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health and speech, language and communication needs through the provision of ELSA groups, social skill groups and language and communication groups.



### **Arrangements for full access to a broad and balanced curriculum**

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2015)*

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. Teachers use a range of strategies to overcome individual pupils' barriers to learning. A range of teaching styles are used including, auditory, visual and kinaesthetic. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. A range of organisational settings are planned to provide class, group, paired and individual work. When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled. The successes and achievements of all pupils are celebrated through the school's reward system.

#### **Through appropriate curricular provision, we respect the fact that children:**

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

### **Identification, Assessment of SEN**

*Please look at our SEN Information Report on the website for more detailed information.*

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

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

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

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.



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

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

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

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching, learning assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

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

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

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

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

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



### **Assessing needs**

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have SEND. 'Quality first' teaching is a priority for the school and is regularly monitored through internal and external observations of lessons and through teacher appraisal. Through this process the school is able to review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of any SEN encountered in the school.

As a school we aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class summative assessments every term and individual assessments if requested by the class teacher.

Each term following summative assessments, tracking progress meetings are held to review the progress of every child in the school. Data is analysed and pupil progress meetings are held that include each class or nursery teacher, the Deputy Head (responsible for assessment), the Inclusion Manager and the Headteacher. At these meetings children who are not making expected progress will be discussed and strategies and interventions to be put into place agreed.

Pupils are only considered as possibly having SEN through discussion with the Inclusion Manager where all the information gathered about the pupil's progress is considered. They should only be identified as having SEN if they continue to make less than expected progress despite receiving appropriate and timely intervention in addition to good quality teaching.

Where appropriate the school will use the expertise of outside agencies such as the Language, Behaviour and Learning Team or the Educational Psychology Service to help with identification of SEND and planning of appropriate support.

Where school staff have concerns about the progress of a particular child this will in the first instance be discussed with the parent.

If after all of the above and in consultation with parents it is decided that a child has underlying needs then he/she will be put on the SEND register and an SEN Support Plan written to identify how the needs are to be addressed and outcomes identified.

### **A Graduated Approach to SEN Support**

*Please see our SEN Information Report on the website for additional information.*

***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.***





*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2015)*

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

### **Assess**

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

### **Plan**

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree longer term objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's SEN Support Plan (SSP) with a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track a child's long term progress and level of intervention he/she will be included on the SEN register by the Inclusion Manager/SENCO.

### **Do**

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

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a



sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

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

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

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

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

### **SEN Support Plan**

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

Strategies employed to enable a child to progress will be recorded within an SEN Support Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What can be done at home to support the child
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

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

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

The evidence will include:

- Previous plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.



- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
- Views of the parents and child (where possible).
- Attendance reports.

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

### **The Role of The SENCO at St John Fisher RC Primary**

- Ms J Kenna, Headteacher, is the Designated Safeguarding Lead.
- Miss C Higgins, SENCO/Inclusion Manager, is the Deputy Designated Safeguarding Lead and is responsible for the day to day provision of education for all pupils with SEND.
- Mrs Anne Groombridge is the SEN assistant HLTA working alongside Miss Higgins in supporting pupils, parents and staff.
- Mrs Anne Groombridge and Mrs Gillian Power, Emotional Literacy Support Assistant (ELSA) runs small groups or individual interventions to support pupils with their emotional literacy skills.
- Mrs Shirley Leon, Teaching Assistant, runs speech, language and communication groups for pupils with SLCN needs.
- Therese Lord is our Inclusion Governor.

### **Arrangements and responsibilities for coordinating and monitoring the graduated response.**

#### **General Monitoring**

The Inclusion Manager updates information about pupils on SEN register each term through monitoring the SSP paperwork. Class Teachers meet with the Inclusion manager to discuss pupils on the Register.

#### **The Class Teacher**

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

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



- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the COP and liaising with the SENCO/Inclusion Manager, parents and pupils.
- Collaborating with the SENCO/Inclusion Manager to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, collaborating with outside specialists and working with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery nurses to ensure quality provision for pupils with SEND focused on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

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

### **Support Staff (TLAs)**

They are responsible for the following:

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

### **The SENCO/Inclusion Manager**

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

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners.
- Overseeing the records of all children with Special Educational Needs.



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

### **Upper and Lower Phase Leaders**

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

- Liaising with the Inclusion Manager to timetable and direct the work of support staff working in their phase.



- To identify vulnerable learners in their phase who are not on SEN register to ensure they are making adequate progress.
- To monitor the outcomes of additional support for vulnerable learners.
- Attend termly monitoring and tracking meetings, where appropriate.
- Attend Annual Reviews as deemed necessary by the Inclusion manager.
- Support teachers in their phase with parent meetings when requested.
- To ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1 and KS2 tests.

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

The Senior Leadership Team are responsible for the following:

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

### **The Governing Body**

The Governing Body is responsible for the following:

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

### **Admission Arrangements**



The school follows the St. John Fisher Admission Policy in conjunction with Merton's Admissions Policy.

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

### **Transitions**

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

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

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

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

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

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

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

### **Supporting Pupils and Families**

*Also see our SEN Information Report on the school website.*

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

Additional information can be found at:  
<http://www.merton.gov.uk/learning/edinclusion/sendis.htm>



### **Contacts and meetings**

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

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

Day to day contact with parents is dependent on the pupils needs, this can be face to face at the end of the day, via a communication book/ home school diary. Parents may email or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEN Team is invited to attend for transition reviews (e.g Y5). For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

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

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

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

### **Support and advice**

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

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

Telephone: 020 8543 8854





### **Parent and pupil views**

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

At St. John Fisher parents' opinions and aspirations for their children will be taken seriously.

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

Children contribute to the review of their targets.

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

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

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

*See our Website for the policy, 'Supporting pupils in schools with Medical Conditions.'*

At St. John Fisher we recognise that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision.

### **Facilities at St John Fisher for children with medical conditions, disabilities and SEN.**

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

We are able to provide:



Ramps to the front of school and each main building.

Whole school built on the ground floor.

Sensory room

Disabled toilets in each main building.

Access to bi-lingual teaching assistant service for those families who do not speak English as a first language.

We have a dedicated nurture room with suitable furniture and resources in which our Emotional Literacy Support Assistants (ELSA) work.

We have a small number of additional group rooms and break out spaces throughout the school, where small group and 1: 1 interventions can take place, if quieter spaces are needed.

Additional equipment recommended by outside agencies such as Occupational Therapists are bought out of the SEN budget for individual children.

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

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

SEN appears as an item on the agenda at Governing Body meetings at least once per year. Governors have been involved in training for SEN and there is a named Governor responsible for SEN.

The SENCO/Inclusion Manager and SEN Governor have regular meetings.

### **Training and Resources**

#### **Funding**

Funding for SEN is received from the following sources:

SEN Formula Funding

Payment for pupils on the SEN Register

EHCP money according to Merton's banding system

Pupil Premium (if eligible)

Additional Money allocated from the school budget

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

Funding is used to provide: Inclusion Manager time, Teaching, Learning Assistants who support all pupils including those with SEN in class and in small groups, and for pupils with EHC plans,



additional staff to support children during lunchtimes where necessary, resources to support SEN pupils and training from agencies both within and outside of Merton for all staff.

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

Additional provision is bought in from the Educational Psychology Service.

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

Training needs for the staff for SEN are identified via appraisal reviews and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

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

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

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

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

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

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

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

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

Sensory Team (Visual and Hearing) – support and advice is sought according to need.

Children with EHC plans receive speech and language input as described on their EHC plan.

Early Years pupils access S&L therapy through the NHS clinics.

Portage and Early Years Inclusion Service is available on request.



We have access to the school nursing service.

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

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

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

Information at St John Fisher is stored in line with Merton and school policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms. More sensitive information is stored in locked filing cabinets in the Inclusion Manager's Office or in the Headteacher's office.

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

### **Reviewing the Policy**

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school website.

### **Accessibility**

Information about how St John Fisher is working to ensure greater accessibility for all is contained in our Accessibility Plan.

### **Dealing with Complaints**

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

- Discussed informally with the Class Teacher and/or head of phase
- Referred to the Deputy Head or Inclusion Manager/SENCO



- Referred to the Headteacher
- Use of the school complaint procedure
- In writing to the Governing Body, following which a written reply will be given
- Parents may contact the LA who will then contact the school
- Parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

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

### **Bullying**

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

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

For more detailed information please refer to our Behaviour Policy available on the school website.

**Signed: C Higgins**

**Date: September 2022**



### Special Educational Needs Acronyms:

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