

St. Theresa's Catholic Primary School

St. Theresa's
Catholic Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

"We learn together, we play together, we pray together, we grow together in the love of God"

St. Theresa's
Catholic Primary School



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1. Definition of Special Educational Needs and Disabilities (SEND)

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

A lack of progress or attainment does not automatically mean that a child has a special educational need. If a child's behaviour is deteriorating or not as the school would expect, the school will look at the underlying causes and seek to ascertain whether it is a special educational need that is affecting the child's behaviour or other factors, for example:

- Attendance and punctuality.
- Health and welfare.
- Housing difficulties.
- English as an additional language.
- Circumstances leading to eligibility for Pupil premium.
- Being a looked after child or a previously looked after child.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language (e.g. sign-language) at home is different from the language in which they will be taught.

2. Rationale

This policy describes how St. Theresa's Catholic Primary School follows the national guidance on Special Educational Needs and Disabilities (SEND) which is set out in the revised Special Educational Needs Code of Practice (2014).

At St. Theresa's we respond to the requirements and agenda of the 2014 SEND Code of Practice as well as Every Child Matters (2005) and the Equality Act (2010) in order to meet most effectively pupils' special or additional educational needs. This includes gifted & talented children.

St Theresa's Primary School is highly inclusive and strongly believes that every child should have the best possible learning opportunities. Our SEND policy reinforces the need for '*Quality First Teaching*' (consistently high teaching standards – through setting expectations, monitoring performance, tailoring teaching and support to suit the needs of the pupils etc.) that is fully inclusive enabling pupils SEND to reach their full potential, to be actively included in the school community and to make successful transitions between year groups, key stages and Secondary school. It is the responsibility of each member of staff to ensure that the principles and procedures are adhered to at all times.

- We recognise that all children, including those with particular special educational needs or disabilities, have an entitlement to fulfil their optimum potential.
- We strive to ensure that all children participate fully in learning activities and experiences and aim to provide a curriculum that is delivered in a creative and multisensory way.
- Continue to develop an ethos and curriculum of appropriate teaching styles to help those that find learning difficult.
- We work closely with parents/carers and outside agencies to monitor a child's progress and we provide effective additional support to meet the child's needs.
- We take great pride in the fact that support for the emotional well-being of all pupils is upheld using the Zones of Regulation and our Catholic values throughout the school.

3. Aims

Provision for SEND is seen as a whole school, whole staff responsibility. All staff and Governors take responsibility and are committed to ensure that:

- Curriculum planning addresses the individual needs and abilities of all pupils. These needs are individually assessed and regularly monitored.
- We encourage all pupils and staff to value and respect individual differences and to praise positive behaviour and achievements.
- The identification of all pupils requiring SEND provision as early as possible in their school career.
- Pupils with SEND take as full a part as possible in all school activities.
- Parents / carers of pupils with SEND are kept fully informed of their child's progress and attainment.
- Pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- The expertise of other professionals is fully exploited to further the success of the individual child.
- The most able pupils are appropriately challenged and supported.
- Improved attainment and progression for children with SEND is secured.
- A high level of staff expertise to meet pupil need, through well targeted continuing professional development is ensured.
- A graduated response of Assess/Plan/Do/Review (APDR) is implemented in the provision of additional support (See Section 12).
- A high level of staff expertise meets the needs of all pupils including those with SEND through well targeted continuing professional development (Quality First Teaching).
- The SEND children's emotional wellbeing and self-esteem is supported.

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome and manage their difficulties. Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them by parents/carers, teachers and pupils working together to secure high levels of achievement for all.

4. Roles and Responsibilities

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access additional support from Teaching Assistants or specialist staff. Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies to meet the individual needs of our students.

The role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEND. They will keep the Governing body fully informed and at the same time work closely with all staff.

Key responsibilities include:

Ensuring that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.

Ensuring that teachers monitor and review pupils' progress during the course of the academic year.

- Cooperating with the Local Authority (LA) during annual Education Health Care Plan (EHC plan) reviews.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions.
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appointing a designated teacher for 'looked after' children and 'previously looked after children' to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Taking steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.

- Establishing and maintaining a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identifying any patterns in the identification of SEND within the school and in comparison with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on the pupils' mental health and wellbeing.
- Ensuring that the SENDCO is provided with training

The role of the Governing Body

The Governing Body's role is to supervise SEND provision in St. Theresa's School:

There is an appointed named Governor responsible for SEND. They will take a particular interest, on behalf of the Governing body, in the way we manage provision for pupils with SEND and to report on this regularly to the Governing body.

The Governing Body will:

- Appoint a SEND Link Governor
- Do its best to ensure that the necessary provision is made for any child who has SEN
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEN Code of Practice
- Report to parents/carers on the implementation of the school's policy for children with SEND
- Ensure they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed
- Perform the duties of the Special Educational Needs and Disability Act (2001) including publishing a 3 - year Disability Equality Scheme Access Plan
- Ensure the appointment of an appropriately qualified SENDCO
- Where a newly appointed SENDCo has not previously been the SENDCo at any other school for more than 12 months they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.

The role of the SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional

guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning, ensuring progress, and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

Key responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating provision for pupils with SEND
- Liaising with, advising and contributing to in-service training
- Advising on a 'graduated' approach to providing additional SEND support (see Section 12).
- Ensuring that the records of all pupils with SEND are kept up to date.
- Responsible for tracking and closely monitoring the attainment and progress of pupils with SEND
- Liaising with parents/carers of pupils with SEND, through Annual Reviews
- Liaising with Early Years providers and secondary schools
- Being a key point of contact with external agencies e.g. health, social care, educational psychologists
- Make referrals to outside agencies using CAFs (Common Assessment Framework) documentation where appropriate
- Provide advice to staff supporting, liaising with them and where necessary, supporting the completion of Pupil Passports (PP)
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress
- Organise and manage the Learning Support Assistants (LSAs)
- Attending area SENDCO network meetings and training as appropriate
- Ensure that pupil's voice is heard
- Monitoring, evaluating and reporting on the provision for children with SEND to the Headteacher and governing body
- Is a member of the Senior Leadership team.

The role of the Class Teacher

The overall responsibility of every child belongs to the class teacher. The class teacher should always be aware of, and involved in, the assessment, monitoring and reviewing of all children in their class, especially those who are Free School Meals (FSM), English as an Additional Language (EAL), Looked After Children and Previously Looked After Children

and Special Educational Needs (SEN). In line with this, the class teacher should help with planning, be aware of what is taking place in the intervention groups and how the children in their class are progressing.

Key responsibilities include:

- Being aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Providing high quality teaching (Quality First Teaching), differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of all SEND needs.
- Responsibility for the progress and development of all students including those with SEND.
- Planning and reviewing support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and where appropriate, the pupils themselves.
- Ensure that any student on SEND Support is provided with the required support as outlined in their PP and clearly implement this provision in their planning and teaching.
- Learning Support Assistants will liaise with the teachers and SENDCO on planning, on student response, and on progress in order to contribute effectively to the graduated response.
- Work closely with the LSA to oversee and monitor SEND interventions and progress.
- Use whole-school teaching and learning policies and strategies to support students' learning
- Keep the SENDCO and Headteacher updated with any changes in behaviour, academic developments and causes of concern following the school's referral procedure.
- Undergo relevant and regular training.

The role of the Teaching Assistants or Learning Support Assistants

Teaching Assistants (TAs) or Learning Support Assistants (LSAs) work with individual and small groups and are responsible for providing carefully planned and targeted support. They are to work with class teachers and the SENDCO in maintaining and reviewing PPs for the pupils with whom they work. TAs and LSAs link closely with class teachers. They work under the guidance of teaching staff with either specific pupils who have EHC plans), a Statement of Special Educational Needs or with other pupils identified by the class teacher or SENDCO.

Key responsibilities include:

- Awareness of the school's procedure for identifying, assessing and providing appropriate provision for pupils with SEND.
- Contributing to records of children's progress with the class teacher.

- Following the guidance of the class teacher and SENDCo they will keep weekly records Monitor how provision is progressing for individual children and groups
- Ensure that given strategies, visual aids and timetables are fully utilised with the children they are working with.
- Liaise with the class teacher and SENDCo on planning, on pupil voice, and on progress in order to contribute effectively to the graduated response.
- Use whole-school teaching and learning policies and strategies to support students' learning
- Undergo relevant and regular training.

5. Parent / Carer and School Partnership

We understand the importance of working in close partnership with parents/carers of children with SEND and work hard to ensure good communication with parents/carers. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration

Parents/carers are also involved in making a positive contribution to the education of their children through:

- A systematic effort to support parents/carers through periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone, email and face to face conversations, Annual Review meetings and through home school books where these are appropriate. We will meet parents/carers to discuss any questions and/or concerns that they may have about their children's education in our school.
- Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging meetings with the stakeholders and possibly external professionals to clarify matters.
- Providing parents/carers with interventions their child/children are involved in.
- Ensuring parents/carers are aware of the support offered by their LEA and school through our 'Local Offer'.

6. Pupil Participation and Consultation

The school believes that the best way to find out if a child is happy; feeling safe and taking part in the full life of our community is to hear their voice, especially those most vulnerable. The school will work to ensure that pupils are fully aware of their own needs and the targets in their PPs. We will encourage all pupils to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

The school makes sure that the pupils are listened to and responded to in a number of ways including:

- Clear policies and systems in place to support pupils in expressing any worries or concerns they may have.
- Talking to pupils and/or groups of pupils about their experience of learning.
- Inviting pupils to make personal contributions to their Annual Review meetings.
- Encouraging pupils to respond to feedback given through the schools
- Developmental marking.
- Agreeing individual targets with them.
- Zones of Regulation.
- Ensuring that safeguarding procedures are strong and staff well trained.
- Partnerships with External Agencies:

7. Partnerships with External Agencies

There are a range of services and organisations that provide support for pupils and families in school. These services will liaise with the school SENDCO, class teacher and the parent/carers over this support and the impact it is having on the child.

We recognise the important contribution that external support services make in assisting to identify, assess, and provide appropriate support for pupils with SEN/D.

When it is considered necessary, colleagues from the following support services will be involved:

- Educational Psychologists
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- CAMHs - Child Adolescent Mental Health Service Therapists
- Occupational Therapists
- Education Welfare Officer providing attendance support
- Visual Impairment Services
- Social Services, if necessary
- Specialist Teams for visual and hearing impairment, physical disability and autistic advisory teacher
- Barnet Inclusive Education Advisory Team

8. Inclusion

Admission Arrangements

All of the teachers at St Theresa's are teachers of children with SEND. As such St Theresa's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice using the 'Assess, Plan, Do, Review' model and based on a higher quality teaching response. All staff at the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All children with SEND are afforded the same rights as other children in terms of their admission to school. Children with SEND will be admitted on the same basis as all other children provided that with modifications agreed as suitable and with the appropriate advisory unit their needs can be met.

Facilities

The main building is on a ground floor level and there is ramp access to the Multipurpose out building. Site modifications, if necessary, will be made if possible. The Governors will endeavour wherever possible to ensure that all new building complies with Disability Access requirements. See accessibility plan and policy on the school website for further information.

Supporting Pupils at School with a Medical Condition

The school recognises that pupils at school with medical conditions should be properly supported so that 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 the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a EHC plan which brings together health and social care needs, as well as the SEN provision and the SEND Code of Practice 2014 will be followed.

All Teaching Assistants are first aid trained. Health care plans are shared with all staff to ensure that children's health and safety is maintained. The school is a nut free zone.

9. Training

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at Performance Management review meetings annually.
- The SENDCo meets regularly with Teaching Assistants. We hold regular SEND training sessions for all staff. The SENDCo is available for informal discussions during the school day.
- The school regularly sends staff on LA training, balancing the current needs as well as more long-term requirements and the need to build capacity. At times, we also have whole school training on particular issues and we invite members of the Local Authority into school to provide training and support to staff. Staff can request to attend training at any time.

- We also work closely with other professionals such as advisory teachers and therapists which helps to skill staff.
- All teachers and support staff undertake induction on taking up a post and this includes time with the SENDCo to explain the systems and structures in place around the schools SEND provision and practice to discuss the needs of individual pupils.
- The SENDCo regularly attends the Local Authority's (LA) SENDCo network meetings in order to keep up to date with local and national updates in SEND.

10. Allocation of Resources

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Where necessary the school invests in resources and equipment to support pupils with SEND. This will mainly be from the delegated SEND budget. The staff and SENDCo regularly compile and update a provision map which explains the arrangements for all pupils in the school. This provision map identifies all possible opportunities and interventions that every child could have had access to, if it was felt appropriate. This tracks every child's level of provision and the range of interventions that each child is involved in. It also tracks pupils' progress to ensure provision is well matched to each child's needs

11. Identification of Special Educational Needs

The school follows the guidance contained in the SEN Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

- Communication and interaction
- Cognition and learning
- Emotional and social development
- Sensory or physical

St Theresa's will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child. We identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The progress made by all students is regularly monitored and reviewed as part of high quality, differentiated teaching. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents/carers as and when appropriate, for example at parents' consultation evening.

Where students continue to make inadequate progress despite support, parental involvement, and high quality teaching, the teacher will seek advice from the SENDCo through the school Referral Form (available to all staff on the shared drive). The SENDCo will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEND, the SENDCo, teacher, and Learning Support Assistants, will take action to support effective learning by removing any barriers and put effective special educational provision in place. They will use the Graduated Approach to monitor students' progress, identify outcomes, and evaluate support and provision.

The school will notify the parents/carers that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed termly in conjunction with the parents/carers and students. When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register. Further details outlined here:

12. The Graduated Approach

Assess:

In identifying a child as needing 'Additional SEND Support' the class-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 the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services.

- In the Early Years assessment is based on observations against age related expectations
- Half termly assessments are used to monitor children's progress
- Progress is monitored termly in Pupil Progress Meetings with the Senior Leadership Team, SENCO and Class Teacher.
- The SENDCo may undertake diagnostic assessments to identify specific areas of difficulty

Plan:

The teacher and the SENDCo should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress with a clear date for review. This will be recorded in a PP. These plans will include the following information:

- The area of need
- The short term target for the child (three or four at most).
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be monitored reviewed (once per term).

A copy of the PP will be given to parents/carers and the support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.

Do:

The class teacher remains responsible for working with the pupil on a daily basis and will 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. The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support where interventions will be:

- recorded on the school and class provision map
- may be delivered in a small group or individually

Review:

The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency

- Support Plans assist class teachers and Teaching Assistants in differentiating the curriculum. Through this varied provision and with high expectations, we aim to maximise progress whatever a child's starting point.
- Termly pupil progress meetings and Support Plan meetings
- Outcome assessments are used and tracking of the impact of interventions are carried out using scaling assessment.

13. Pupil Passport

Individual Support Plans are currently written for all children with a high level of need SEND and for those with an EHC Plan. They are written three times a year by the class teacher/class TA in consultation with parents/carers and the young person. Targets are specific, measurable, attainable, relevant and time limited. There is generally a maximum of three targets on a Support Plan. Pupils in one class with similar needs may have a Group Support Plan. Individual Support Plans are kept on the school's shared drive. These are monitored fortnightly by the class teacher and the Teaching Assistant using scaled scores (see appendix 1.)

If we feel that the child is making adequate progress, he or she may no longer need to receive SEND provision. We consider a child to have made adequate progress when s/he no longer meets our criteria for SEND. We will record this discussion in the Inclusion Records and we will keep these SEND Records for reference in the pupil's office/online file and pass them on when they transfer to another school.

14. Statutory Assessment of Needs (Education, Health and Care Plan)

A small number of students whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. St Theresa's will follow the local authority's guidance for this process and involve parents/carers and the child from the beginning. More details for Barnet's EHCP Process can be found here: <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care/requesting-an-ehc-assessment> .

There is also detailed information within the Local Offer of support from Barnet SENDIASS: <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care/who-can-help/send-information-advice-and-support-service-sendiass>

15. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students, including those students with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. Those with EHCPs will have their Annual Reviews with parents/carers, the SENDCo, and any other relevant professional; all teachers will feed into this and student voice will be at the forefront of the meeting. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

We will monitor and evaluate the success of our policies for and the progress made by children with SEND using the following:

- Early Years Foundation Stage Profile
- Teacher Assessment

- Assessment Files
- Target Setting
- Termly Pupil Progress Meetings
- Termly Outcome Plan reviews
- Previous Attainment
- Parents/Carers comments
- Teacher Assistant comments
- Observations
- Marking
- Work scrutiny
- Outside agencies
- Discussion with pupils

16 Children with Specific Circumstances

Looked After Children and Previously Looked After Children:

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA as well as those children who have since been adopted and are known as previously looked after children. The SENDCo is the designated member of staff for looked after children (LAC) though they will not necessarily have SEND. The school recognises that pupils that have SEND are more likely to be 'looked after'.

English as an Additional Language (EAL):

The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. A lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND

17. Transition

Support for students with SEND includes the planning and preparation at key transitional phases of education.

When children with EHC Plans transfer to secondary school or to a special school, the SENDCo and Year 6 teacher invite the SENDCo of that school to attend either an Annual Review or Support Plan review. We pass on all the SEND records to the receiving school.

For children with special educational needs who do not have an EHCP, the SENDCo will meet with the Y7 transition teacher of the new school to discuss the child's particular needs with this teacher. We pass on all the records to the receiving school.

When a child transfers to another primary school we pass on the SEND records and the SENDCo will, if possible, speak to the teacher with responsibility for SEND at the new school.

We have the following measures for children with SEND transferring year groups:

- SENDCo ensures that all records are passed to the next class teacher before the new academic year starts
- At the hand-over meeting in the summer term, the current class teacher shares detailed information with the new class teacher
- We put in place additional strategies for individual children, e.g. extra visits to the new classroom, photo books, buddying with older child/sibling
- Use of social stories for within school transitions - change of teacher or TA, etc. during the year (especially for children who work one-to-one with adults)
- We produce profile pages for key children and "How to help me" sheets informed by the children.

18. Storing Information

Student records and SEND information may be shared with staff working closely with SEND students to enable them to better meet the individual student's needs. Student SEND files are kept in the schools Shared drive in the SEND & Inclusion files. Teachers are reminded of key information via meetings, briefings, and email.

19. Complaints Procedure

Please refer to the Complaints Policy and Procedure.

Appendix 1

| <u>Scale Ratings for Interventions</u> | |
|--|--|
| 1. | Adult is introducing target - child not yet able to achieve it |
| 2. | Child is beginning to respond to target with a high level of adult support/not able to achieve independently |
| 3. | Child achieves target intermittently, with some difficulty or with some adult support |
| 4. | Fairly consistent achievement, occasional difficulty or occasional need for adult support |
| 5. | Child able to achieve target consistently, without significant difficulty or need for adult support |