



St Aidan's R.C. Primary

SEN POLICY (SPECIAL EDUCATION NEEDS)

Last Reviewed: November 2023

Locality SEND Support

St Aidan's is now in its second year as part of an initiative by Croydon Council to improve support for children with special needs or disabilities who live in Croydon.

Along with several other schools in our area, we've been given funding to provide earlier and better targeted help and support to children with special education needs. This will enable our special needs staff to work closely with our partner schools to quickly get the necessary support and help for students who are beginning to demonstrate that they have additional needs which can't be met through our own school SEND resources.

This early help which may be in the form of advice, school to school support, referral to specialist services, or additional resource can be put in place rapidly without unnecessary delay. This is because our group of schools hold the funding between us so we can direct this to the most suitable children in an efficient targeted way. It is important to understand that the Locality SEND support is the primary route for children with SEN to access for funds and agreement to assess for an Education Health Care Plan (EHCP).

Definitions and Aims

At St Aidan's School, there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

At St Aidan's, our pupils are encouraged to be independent learners with a strong self-belief that they can achieve success. Being a Catholic School, our ethos is based on strong Christian values; we exist to promote the love of God and the teachings of Christ, through excellence in education and high standards. We are committed to working with all members of our school community to help all pupils achieve success.

"A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them."

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Types of SEN

In the Code of Practice, SEN and provision falls under four categories:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia Moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) anxiety, anger and depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The School will:

- Ensure that it meets its legal responsibilities for children with special educational needs
- Promote equal opportunities for all children whatever their gender, background, race or abilities
- Provide a staff structure with clear lines of responsibility for SEND: - All teachers are teachers of SEND
- Ensure that appropriate training and support are provided in relation to the Special Education Needs Coordinator's responsibilities for meeting SEND and provide opportunities to pass on appropriate information to staff
- Put into place programs of work for all classes, groups or individuals which enable all children to experience success and enthusiasm for learning
- Operate a system of record keeping and regular monitoring of each child's progress e.g. termly Inclusion Meetings/formal assessment/observations
- Involve parents and encourage their participation - termly 1:1 meetings with SENCO and termly target setting and review of children's individual support plan
- Ensure effective ways are found to inform and consult with parents about SEND in school, and support those parents/carers whose children have SEND
- Consider the views of the child (children will lead the target setting process, where appropriate)
- Devise effective lines of communication between all involved; children, staff, parents/carers, governors and other agencies
- To seek support from outside services, when required, so that the child's needs are addressed.
- Maintain 'The Graduated Response' as outlined in the Code of Practice 2014.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Roles and Responsibilities

The SENCO is Mrs Wright.

She will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Refer children and present individual cases of children who require a higher level of support to the Locality panel and to secure additional funding/ resources

The SEN Governor is Mrs Sone

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school - this will involve termly meetings with the SENCO.

The Headteacher is Mrs Logue

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision. Half-termly Inclusion Meetings will take place to facilitate this and discuss the provision and impact.
- Highlight SEND document for each child reflecting upon quality first teaching
- To ensure individual support plans (ISPs) targets are individualized to the child and achievable in moving the child's learning on.
- Ensuring they follow this SEN policy

Partnerships with Parents

Croydon has a Parent Partnership service, offering independent support for parents and carers with children with SEN. Parents of any pupil identified with SEN may contact the Parent Partnership service for independent support and advice. Please follow the link for what is available in Croydon.

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Complaints Procedure

All teachers are teachers of SEND, therefore it is their responsibility to adapt and refine the curriculum to respond to strengths and needs of ALL pupils.

If a parent is unhappy about the provision that is being offered to their child by St Aidan's, they should contact the class teacher, SENCO/Inclusion Manager or the Headteacher.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy has been reviewed in line with current Special Education Needs and Disability Code of Practice.

November 2023