Date	Review Date	Drawn up by	Committee Approving
September 2024	**September 2026**	**Tanya Lorimer**	**Curriculum Committee**

St Thomas Becket Catholic Primary School

A Policy for Special Educational Needs

(This Policy has been reviewed in September 2024 and is in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015.

_____

The Special Needs Policy is closely linked to the ethos of the school and reflects the aims and values of the Mission Statement part of which states:

'The school aims to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.

We hope to promote a concern for justice, a fostering of the talents of all and a full programme of caring for, and serving those who have particular needs, both within the school and in the wider community.

The school aims to work in partnership with the parents and the parish community at every opportunity.'

We aim to encourage each child to reach his/her full potential within the context of a broad and balanced curriculum which is available to all pupils and which is both inclusive and differentiated.

Objectives.

- To provide high quality learning experiences for all the pupils at St Thomas Becket Catholic School so that they achieve their best and become confident individuals living fulfilling lives.'(Sen Code of Practice January 2015)

- To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.

- To ensure that our resources are fully utilised in providing support for these pupils so that they have the fullest access to the National Curriculum. *(See The Framework of Descriptors Appendix)*

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities,

aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. (SEND)

Definition of Special Educational Needs (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 a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Disabled children and young people xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

(Special educational needs and disability Code of Practice: 0 to 25 years January 2015)

This SEN policy details how St Thomas Becket Catholic Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs in order to allow these pupils to join in the activities of the school together with pupils who do not have special needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the:

Special educational needs and disability Code of Practice: 0 to 25 years January 2015
Keeping Children Safe in Education 2024 Statutory guidance for schools and colleges.
Children and Families Act 2014:
The Special Educational Needs and Disability Regulations 2014
The Equality Act 2010
Supporting pupils at school with medical conditions April 2014
SEND Regulations 2014
SEN and Disability Act 2001; The Green Paper, "Every Child Matters" (2003) and the subsequent Removing the Barriers to Achievement (2004); The Disability Discrimination Act (2005) and other relevant government legislation and guidance and the
Planning for Inclusion for all pupils in Croydon Special Educational Needs (April 2007) published by the LEA when carrying out its duties towards all pupils with special educational needs and will work in partnership with parents, keeping them informed of all provision made for their child.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. At St Thomas Becket Catholic School, we recognise that parents hold key information and have knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in the education of their children.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education. Therefore, they will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs in whatever manner this is appropriate.

Specialist provision within St Thomas Becket Catholic School

All our teachers have experience of working with and providing for children with individual needs. Training is offered through CPD and advice is given from professionals working with the individual children. In addition, the Locality SEND Support Offer for Pupils with Special Educational Needs and Disability in Croydon is referred to regularly.
General strategies to encourage children are stated in the Teaching and Learning Policy and The Framework of Descriptors.
Many teachers and learning support assistants have followed short courses in aspects of special needs such as Autistic Spectrum Disorder, Speech and Language Difficulties and Attention Deficit Hyperactivity Disorder, Behaviour etc.
Specialist Provision-Advanced Certificate Special Educational Needs (Christchurch University College, Canterbury) SENCO

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the Head Teacher, SENCO and all other members of staff have important day to day responsibilities.
All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility**.**

The Role of the SENDCO at St. Thomas Becket (with regards to SEN)

The SENDCO is responsible for:

- overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- liaising with and providing SEN records to receiving schools upon school transfer
- liaising with early years settings when receiving a child with special educational needs into the school
- Working closely with Croydon Locality SEND Support Group. (See information in SEND area.)

Mrs Tanya Lorimer (Assistant Head) is responsible for SEND at St Thomas Becket Catholic School.

The Role of the Governing Body. (with regards to SEND)

-
- The Governing Body:
- has due regard to the Code of Practice June 2015 when carrying out its duties toward all pupils with special educational needs.

- has identified a governor to have specific oversight of the school's provision for pupils with S.E.N.

- The S.E.N Governor ensures that all governors are aware of the school's S.E.N provision, including the deployment of funding, equipment and personnel allocation.

- The governor with responsibility for SEN is V Gonsalves

Provision

The school will continuously assess each child's current levels of attainment from entry in order to ensure that they build on the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through The Early Years Foundation Stage (EYFS) from the early years setting and the SENDCO and the class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment process to identify learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

At St Thomas Becket, we maintain a close relationship with our colleagues at local nursery schools and work together to ensure a smooth transition into our school for all children, giving particular attention to those with special educational needs. We also ensure that other professionals who are already involved with the child are invited to provide help during the transition period.

In order to help children who have special educational needs, the school will adopt a graduated approach that recognises there is a continuum of special educational need and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of individual children. The class teacher will be responsible for recording support and intervention that a child receives. The SENCO maths and English coordinators will be responsible for overseeing the intervention and making sure that the records are kept and available as needed.
If we decide to seek further financial support for a child we will discuss with parents options that are available such as:
Croydon Locality SEND Support Group funding. (See information in SEN folder)
Statutory assessment/Educational Health Care Plan and then provide the LEA with a record of our work with the child.

Monitoring Children's Progress:

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult members of the senior management team to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within that particular class. The key test of the need for action is where,

despite appropriate assessment and provision, the child is not progressing, or not progressing sufficiently well. Sufficient progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Additional Support

When a class teacher and the SENDCO identify a child with special educational needs (SEN), they will take action to remove the barriers to learning and put effective special educational provision in place. A graduated approach will take place which will take into account **a four-part cycle**. During this process, the child's needs will be identified, and a plan discussed with parents and put into place to support the child in making good progress. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment (however, most of these children will already be receiving specialist help and be receiving additional support from outside agencies.)
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The four part cycle:

Assess

- When assessing a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous

progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

- The assessment will be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

Plan

- The teacher and the SENDCO will agree with the parent (and the pupil where age appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The pupil will be asked to comment on their learning and the outcomes sought for them.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a provisional map called an Individual Education plan (IEP) and the school's information system.
- Parents will be made fully aware of the planned support and interventions put into place. Parental involvement to reinforce or contribute to progress will be discussed with the teacher and/or the SENDCO.
-

Do

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- They will work closely with any learning support staff 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 child's particular strengths and weaknesses.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- The pupil's needs will be analysed and the class teacher, working with the SENDCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

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

This will be called **Additional Support.**
(Extra support and intervention not ordinarily available will be recorded on an Individual Educational Plan (IEP)

The allocation of resources to pupils with Special Educational Needs

We interpret resources to mean both human resources focused on the needs of identified children and material resources available in the wider context of the classroom.
Teachers are responsible for the progress and development of all pupils in their class and through Quality First Teaching and differentiation of lessons are the first step and best placed to meet the needs of children with SEND.

Each class receives support in the form of learning support assistants and children with special needs are able to benefit from this additional help. Teachers, with support from the SENDCO, are responsible for organising the support or intervention from class learning support assistants or other resources.

Certain children may be targeted for extra support over and above this basic provision. Such provision is recorded on an IEP and shared and agreed with parents regularly at the beginning of each term.

Subject co-ordinators and classroom teachers take into account the range of materials required to meet the needs of all our children when ordering resources and implementing intervention groups.

Nature of intervention

The SENCO, English/maths co-ordinators and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- Reviewing the differentiation of activities/learning the child is able to access.
- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment.

Individual Educational Plan (IEP)

Strategies employed to enable the child to progress will be recorded within an Individual Educational Plan. (IEP)

The IEP will include:

- The desired outcomes for the child
- The teaching strategies to be used
- Additional provision to be put in place with frequency • Impact measures
- Review date.

The IEP will only record that which is additional to or different from the differentiated curriculum and will focus upon outcomes that match the needs of the child. The provision map will be written and reviewed at least three times a year with parents and the child's view taken and recorded. (In some cases it may be necessary to review plans more frequently.) This will be discussed with the class teacher, Assistant Head and/or the outside professional. One signed copy will be kept by teacher and a second copy held in a special needs filing cabinet.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions, a consultation with parents for support from external services is likely to follow. (At all times, the child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.)

At this stage the external support services may be invited to see the child so that they can

- provide more specialist assessments to inform planning and the measurement of a pupil's progress
- Give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.
- Advise teachers on how to implement strategies practically in class.

The triggers for approaching external agencies will be that, despite receiving individualised support under the individual educational plan the child

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting provision map for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher with support from the SENDCO.

In some cases, with support of the external agencies and in partnership with the parents an application may be made to the Local Education Authority (LEA) for:

Locality funding for a set number of terms to enable interventions and support which are over and above the notional funding set by the Government.
After a review period an Education Health Care Plan (ECH plan) meeting may be arranged to discuss an application.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them with agreement from the parents. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help their child, and of the outcome of this action. This will be carried out at additional meetings termly. The parents will be invited to any meetings with specialists or be kept totally informed of any reports given.

School request for Education Health Care Plan

Where, (despite the class teacher, SENDCO and professional specialist involvement) having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school and/or parents may consider requesting an Education, Health and Care needs assessment.

Where a request for an Education Health Care Plan is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will evidence the following:

- A copy of the child additional support plan provided for them under the additional support stage of the Code of Practice 2015.
- The school's assessment of the child difficulties

- The school outcomes sought for the child
- The external professional's advice
- Details of the support and interventions that have been provided for the child over time. (Including support and funding from the Locality Funding support)
- An assessment by the school of the progress made or lack of progress made over time.
- What additional support the school field is required which cannot be provided to ordinary resources.

An Education Health Care Plan will include:

- The personal details of the child and parent/carer
- Professionals who have been involved in preparing the plan
- The views and interests of the child
- The views and expectations of the parent/carer
- The specific educational needs of the child
- Relevant the health and social care needs of the child
- Outcomes and Provision for the child

Annual review of Education Health Care Plan (EHC plans)

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

Annual reviews at St Thomas Becket will follow the SEN Code of Practice January 2015 Paragraph 9.166- 9.176.

Further information can be found on the Croydon Education site:
https://www.croydon.gov.uk/education/special-educational-needs
Croydon Local Offer

This policy has been reviewed by Tanya Lorimer September 2025.