

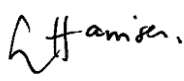





St Mary Magdalene C of E School
with
Christ Church C of E Primary School

Special Education Needs and Disability Policy

This policy was:	Written in	April 2015		
	Updated in	May 2018		
	Review date	May 2019		
	Approved by	Dr P Gregory	Mrs J Eastaugh	
		Co-Chairs of Governors		
				
		Mrs C Harrison	Mrs V Wainwright	
Federation Co-Headteachers				
				

“Do unto others, as you would have them do unto you.”
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

John 10:10 I have come in order that you might have life – life in all its fullness.

Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

SECTION ONE

SENCO DETAILS

Name of SENCO: **St Mary Magdalene Secondary: Alison Charlton**
Address: Old Dover Road, Blackheath, SE3 8SY
Telephone: 0203 873 5555
Email: acharlton@stmarymag.greenwich.sch.uk

Name of SENCO: **St Mary Magdalene Woolwich: Julia Hoon**
Address: Kingsman Street, Woolwich, London SE18 5PW
Telephone: 0208 854 3531 x 805
Email: jhoon@stmarymag.greenwich.sch.uk

Name of SENCO: **St Mary Magdalene Peninsula: Julia Hoon**
Address: 105 Millennium Way, London SE10 0NF
Telephone: 0208 858 1309
Email: jhoon@stmarymag.greenwich.sch.uk

Name of SENCO: **Christ Church: Melissa Graham**
Address: Commerell Street, London SE10 0DZ
Telephone: 0208 858 3974
Email: mgraham@christchurch090.greenwich.sch.uk

VISION STATEMENT

Our Koinonia Federation's commitment to Special Educational Needs and Disability is rooted in the Christian Gospel, which recognises the uniqueness and value of individuals. Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

At our schools we have high ambitions for our Special Educational Needs and Disability (SEND) children and expect them to participate and achieve in every aspect of school life. We believe every teacher is a teacher of every child and young person including those with SEN.

This policy was developed with the input of stakeholders, to include governors, SLT, teaching staff, parents and pupils to reflect the SEND Code of Practice, 0-25 guidance.

SECTION TWO

OUR LONG TERM AIM

Each person at our schools will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. St Mary Magdalene CE and Christ Church CE Primary Schools and St Mary Magdalene Secondary provision are committed to raising the aspirations and expectations for all pupil with SEN.

We aim to identify and remove barriers in every area of the life of the school. It is the school's responsibility to adapt to a child's learning needs rather than the child needing to adapt to the school. We endeavour to provide a caring and secure environment where children and parents / carers feel supported.

Our schools focus on outcomes for children and young people and not just hours of provision and support.

We monitor progress carefully and include children, parents/carers and outside agencies to ensure we raise the level of achievement of all of our children. Our Special Educational Needs Policy is an integral part of our school's strategic planning and we are committed to creating opportunities to enable all our children to succeed. This is achieved by listening to pupils and parent/carers aspirations and wishes. We promote positive feelings of self-worth, high self-esteem, confidence and mutual respect. We are committed to an inclusive practise to ensure that children with a variety of individual needs can work happily and co-operatively alongside each other.

OBJECTIVE (HOW WE WILL DO THIS)

We will identify and provide for pupils who have special educational needs and additional needs in accordance with the guidance provided in the SEND Code of Practice, 2014.

The Governing Body and the Leadership Team will do their best:

- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs & disability (SEND);
- To secure the necessary provision for pupils with SEND;
- To commit to delivering an SEND inclusion policy coordinated by the Special Educational Needs Co-Ordinator (SENCO);
- To provide support and advice for all staff working with special educational needs & disability pupils;

- To consult with the Local Authority and Governing Bodies of other schools, when necessary, to coordinate SEND;
- To ensure that SEND pupils are involved in all aspects of school life and have equal access to all school activities;
- To publish and keep current the policy for pupils with SEND;

SECTION THREE

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice (2014) defines SEN as below:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (p15)

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

- (a) a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.” (p16)

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)”. (p16)

The SEND Code of Practice (2014) describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs (p97)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child, which will include not just the special educational needs of the child or young person.

Consideration is also given to what is **NOT SEN** but may impact on pupil progress or attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and punctuality
- Health and welfare
- EAL: Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman / woman

We also acknowledge that identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

SECTION FOUR

PROCESS FOR IDENTIFICATION OF SEND PUPILS

The special educational needs of most children can be met effectively in mainstream education, with outside specialist help if necessary, but without a statutory assessment or an EHC Plan. There can be a range of needs throughout the schools, including learning difficulties, emotional difficulties, behavioural difficulties, physical difficulties and social or communication difficulties. A child may have one or more of these difficulties at any time during their school life.

It is recognised that there is a continuum of special education needs and that such needs are found across the range of ability. The continuum of needs should be reflected in a continuum of provision. To help match special educational provision to the children’s needs and aspirations, schools and LAs, in line with the Revised Code of Practice September 2014 have adopted an approach, where parents and the pupil are at the centre of decision making and goal setting.

The LA website publishes a **Local Offer** <http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

so that parents/carers are made aware of agencies and facilities, which may be useful to them and their children. The schools website also publishes what is on offer to parents and children within our schools.

Criteria for Recording Pupils on an SEN Record

High quality teaching is delivered across the school and every class teacher differentiates the curriculum to provide for the varying needs of pupils in their class. Interventions and good personalised teaching for pupils who are not making good progress in lessons is also provided.

In accordance with the Code of Practice (2014) pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

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

“The class or subject teacher should 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 or subject teacher, they should still retain responsibility for the pupil. They should 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 SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.”

(SEND Code of Practice 0-25 years, p101, para 6.52)

How Pupils with SEND are reviewed and monitored

Termly our schools review and monitor the attainment of all pupils and the quality of teaching and, where necessary develops teachers' understanding of strategies to identify and support vulnerable pupils.

Before pupils are considered for special educational provision the teacher and SENCO consider all of the information gathered from within school about the pupil's progress. This is then compared to national data and expected progress. Additionally, every teacher has a 'SEN Concern Form', which also acts as a prompt for identifying areas of need and this is passed to the SENCO.

Children may also be identified as being in need of additional support by a number of individuals, professionals or agencies, for example, parents, class teacher, SENCO or school nurse.

We also make arrangements to draw on more specialised assessments from external agencies and professionals to provide for pupils with a higher level of need.

Professionals and parents / carers work in partnership through a graduated approach to meet the needs of the child.

SECTION FIVE

MANAGING PUPIL NEEDS ON THE SEND SUPPORT REGISTER

Pupils of concern are placed on the SEND record of need and as a school we undertake the following steps in applying the ASSESS – PLAN – DO – REVIEW cycle (SEND Code of Practice, p100-102).

Assess, Plan, Do, and Review cycle

ASSESS

- Teachers who work day to day with children, work with parents / carers and the SENCO to identify that a child may have special educational needs.
- A 'SEN Concern Form' is completed and passed to the SENCO.
- Any barriers to learning are identified too.

PLAN

- SENCO and teacher then identify needs, remove barriers to learning and plan what is needed to support the child.
- A time frame to deliver this is agreed, usually termly.
- Parents are consulted and information is shared at pupil progress meetings.
- The child is put on the SEND record of need as receiving SEN SUPPORT by the SENCO, who maintains this document.
- Interventions and strategies are recorded in Provision Mapping by SENCO.

DO

- Interventions and support is then provided, which are additional to, or different from those made as part of the usual curriculum differentiation.

REVIEW

- The pupil and parents / carers are included in setting targets, which are review half termly / termly against success criteria.

- Class teachers and support staff will provide evidence of progress.
- Support staff, teacher and SENCO will monitor effectiveness of the intervention.
- If insufficient progress is made the SENCO will consult with outside specialist agencies.

There is now a single category of support, SEND SUPPORT before pupils need a statutory assessment.

Local Offer

We publish our local offer: SEN information report, on our website.

[Christ Church Local Offer](#)

[St Mary Magdalene Local Offer](#)

Involving External Agencies

We work with a variety of support services to obtain advice and secure additional support for pupils with SEND.

The services operate in the following ways:

- Give advice to teachers (for example specialist teams for sensory impaired children, Behavioural Support team, Speech and Language Therapy and Education Psychology support, ASD Outreach and Greenwich STEPS.)
- Support to curriculum development for children with SEND.
- Identification, observation and assessment of individual pupils, identified as having or possibly having SEND.
- The use of technology, including information technology, for pupils with SEND.
- The making of special educational provision for pupils with SEND.
- Direct teaching/practical support for classroom teachers.
- The professional development of teachers in working with pupils with SEND and the development of the school's policy on SEN.

(See Appendix 1 for example list of external agencies currently used by school)

A comprehensive list of services is accessible on the Royal Borough of Greenwich [Special Educational Needs and Disability Information Advice and Support Service \(SENDIASS\)](#) website

Before engaging the support of these external agencies to work with individual pupils parental permission is sought. The SENCO will complete a referral to the appropriate agency, which will then be discussed with parents / carers.

Identifying the need for additional funding and support from the local authority

If the pupil makes insufficient progress after an appropriate assess, plan, do, review cycle(s) has (have) been implemented and any external agency support provided, then the following steps will be taken to apply for additional support above 20 hours:

- A Pupil Profile will be drawn up by the SENCO to include information from the child, parents / carers and school staff and professionals, who know the child; to identify the pupil's strengths, aspirations and preferences, as well as areas for development.
- Following the participation and inclusion of all parties mentioned above, targets are set with due regard to professional guidance
- The class teacher remains responsible for planning for, working for and delivering individualised programme for the child in their care.
- Class teacher, support staff and / or other professionals provide evidence of progress.
- SENCO monitors provision and reviews progress.
- Targets are reviewed half termly with all parties.
- If progress is insufficient an Education, Health and Care Plan (EHC plan) may be requested from the LA.
- A Team Around the Child (TAC) meeting will then be held for all parties, to gain consensus and identify the way forward, before requesting the EHC Plan.

Requesting an EHC Plan

The special educational needs of the majority of children should be met effectively within the classroom settings through the school's provision without the local education authority needing to make a statutory assessment. However, in a very small number of cases the LA will need to conduct a statutory assessment of special educational needs and then consider whether or not to issue an EHC plan.

Statutory assessment involves consideration by the LA, working co-operatively with parents, school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If so, then conducting an assessment, in close collaboration with parents, school and other agencies. Statutory assessment itself will not always lead to an EHC Plan.

But the information gathered during assessment may indicate other ways in which the school can meet the child's needs without the need for any special educational provision to be determined by the LA through an EHC plan.

An application for statutory assessment can arise as:

- a request for an assessment by the school or setting, when a pupil profile is submitted
 - a request for an assessment from a parent
- or**
- a referral by another agency, for example, health authority, speech and language therapy or the educational psychologist.

If a request for an EHCP is refused the parent(s) or carer(s) have the right to appeal to a tribunal if they wish to contest the decision. The LA has an appointed Parent Partnership Officer to advise parents about their rights in such a situation.

SECTION SIX

CRITERIA FOR EXITING SEND RECORD OF NEED

When pupils make significant progress and no longer require special educational provision the SENCO, in collaboration with the class teacher, and / or support staff remove them from the SEND record of need. Parents / carers are informed at this time of this change.

HOW THE SUPPORT FOR SEND PUPILS LOOKS IN ST MARY MAGDALENE AND CHRIST CHURCH SCHOOLS

SEND Support

Our Schools endeavour to include the child with SEND in all aspects of the curriculum. General curriculum development policies and planning attempts to take into account the differentiation and support that is essential for children with special educational needs.

A whole school approach promoting inclusion is adopted and most children's needs are met within the classroom. This is achieved by providing opportunities for success, adapting resources and the curriculum, where appropriate, and setting clear targets. Targets may appear on the pupil's target card or additionally on programmes provided by external agencies. e.g. SALT. Differentiation may be through tasks set, outcome, questioning or additional support in the form of resources, or staff, or peer group.

Where appropriate, additional adult support is provided for children with SEND within the class or, on occasion, on a withdrawal basis, depending on need. Special resources and materials are readily available from the SENCO and subject co-ordinators. Advice and resources may also be provided by external agencies.

When drawing up targets, the class teacher may work closely with the SENCO and/or support staff, where appropriate. Targets are manageable and concise and attempt to provide strategies to address difficulties. The child is involved in target setting. Targets usually involve parental support in addition to school-based strategies.

An agreement is reached about how targets are to be carried out and by whom. Class teachers and SENCO have a copy of targets which are kept in the Inclusion Folder in each classroom. Parents are also informed of targets.

The targets and programmes are not the total education offered to the child but are a means by which the child can be supported and the difficulties he/she may be experiencing can be addressed. Termly targets are set for the pupil with a statement / EHC Plan and reviewed at the end of each term. The targets are set with the individual support teacher, SENCO, learning support assistant (if applicable), class teacher, child and parent.

An annual review of the child's statement/ EHC Plan takes place annually. The LA's SEN Officer will attend if a change to provision is requested or if it is a Transition Review (Y2 or Y5). Annual Review paperwork is sent to the LA, parents and relevant staff and professionals within two weeks of the review meeting.

SEND pupils working with non-SEND pupils

Pupils with SEND join in the activities of the school together with pupils who do not have SEND. At lunchtime in the primary setting structured play activities for all children encourage social interaction skills. Children with SEND attend after school clubs; activities; and participate in educational visits; school journeys.

SECTION SEVEN

SUPPORTING PUPILS AND THEIR FAMILIES

Links to support and advice

The link for the Royal Borough of Greenwich Local Offer for parents / pupils can be found [here](#).

St Mary Magdalene's and Christ Church's local offer can be found on the school website at: www.koinoniafederation.com

Links to other agencies can be found on the [Royal Borough of Greenwich website](#) and are detailed in Appendix 1.

Admission Arrangements

The Governing Body has drawn up an admissions policy, which has been approved by the Local Authority and the Southwark Diocesan Board of Education. This policy can be found on the school website. The policy does not discriminate against pupils with special educational needs and has due regard for the guidance in the SEN Code of Practice.

Arrangements for the admission of children with special needs who do not have a statement / EHC Plan and who fulfil the usual criteria for admission do not differ from the arrangements for the other pupils.

With regard to pupils with a statement / EHC Plan, reasonable steps will be taken to ensure that the child's inclusion would be compatible with the efficient education of others. Parents / carers, child and outside agencies views would also be taken into consideration.

SEND access for exams and other assessments

Pupils with SEND are given appropriate resources to enable them to sit exams and assessments accordingly. The SENCO has the responsibility for organising this in collaboration with the Headteachers.

Transition

Class to class transitions: All pupils are prepared in advance for transitions to a new class and we arrange a lesson before the year starts where children meet their new teaching staff.

Key Stage Transition: Pupils are prepared for this change in their class in Summer Term and also by attending the introductory lesson mentioned above.

Secondary School Transition: Advanced planning for pupils in Year 5 and Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving us to ensure that effective arrangements are in place to support pupils at the time of transfer. Records will be passed on detailing any special arrangement or provision that is needed for the child. Also, where possible, hand-over support will be offered in the first term of transition for any pupil with a statement / EHC Plan.

We ensure effective transition within the Federation for internal and external pupils with SEND by:

- i) Providing a welcome pack preparing pupils for transition and allowing parents to submit information about their child's SEND.
- ii) Holding an Induction Day for all Year 6 pupils where they sample a lesson, engage in bonding activities, meet their family group tutor and other members of staff.
- iii) Arranging a special visit to the secondary site for children with relevant SEND.
- iv) Organising visits by members of the secondary team / SEND team to feeder primary schools to meet the pupils and gather information including about SEND.

Other transitions: If a child with SEND transfers to another school before the age of 11, the SENCO will contact the SENCO at the receiving school to discuss the child's needs and records will be passed on accordingly.

SECTION EIGHT

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan.

The arrangements for supporting pupils in school with medical conditions can be found on the Federation website.

[Medicine policy](#)

SECTION NINE

MONITORING AND EVALUATION OF SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We employ an active process of continual review and improvement of provision for all pupils through:

- Regular audits
- Sampling of parent views

- Pupil views
- Staff views
- Observations
- Tracking progress termly

Role of School Governors

The Governor responsible for SEND will meet regularly with the SENCOs to monitor the school's provision for pupils with SEND.

The Governing Body and Head Teachers will ensure that it makes appropriate provision for all pupils identified as in need of special educational provision.

The Federation Governors with responsibility for Special Educational Needs and Disability Tracey White and Shirley Jones.

SECTION TEN

TRAINING AND RESOURCES

How SEND is funded

Special Educational Needs is funded through the delegated schools budget. A further sum of money based on a formula decided by the Local Authority is also allocated. The school budget received from Royal Greenwich LA includes money for supporting children with SEND. The total amount available for supporting children with SEND is drawn from different parts of the school budget which are determined by different factors:

- The number of pupils on role
- The number of pupils who receive free school meals.
- Pupil Premium

The school governors set the budget in consultation with the head teachers. The sum they allocate is then used to support children with SEND in a variety of ways (additional teaching support, learning support assistants, resources, liaison and administration time). Support is allocated according to need using SEND data supplied by the SENCO. This resourcing is reviewed termly.

How Staff Training Needs are Identified and Planned for

The school makes an annual audit of training needs for all staff, taking into account school priorities, areas of identified need, as well as personal and professional development. Particular support will be

given to NQTs, teachers with high SEND need within their class, staff supporting children with a specific or complex need and other new members of staff. New members of SEND will receive an internal induction process from the SEND team. The SENCO is responsible for arranging training for staff, whenever need arises.

Staff are kept fully informed of changes and developments in SEND through regular professional development meetings and SEND meetings. Additionally, the SENCO attends LA SENCO meetings to keep up to date with local and national updates in SEND.

The link to Royal Borough of Greenwich SEND staff training programme shows the training available to staff supporting pupils with SEND:

<http://servicestoschools.royalgreenwich.gov.uk/courses>

SECTION ELEVEN

ROLES AND RESPONSIBILITIES

Role of SEND Governor

1. The governors are responsible for ensuring that there is an effective SEND policy and that its aims and procedures are followed so that:
 - a) all children have an equal right to access the curriculum
 - b) all children are valued and treated with respect regardless of class, race, gender or disability
 - c) all children have the opportunity to develop their full potential.
2. Governors have responsibility for ensuring that children with S.E.N.D. are identified and their needs assessed and that children are included in identifying goals and aspirations, so that they are given the best opportunity to overcome their difficulties.
3. A governor will be appointed to have oversight of the special educational needs provision in the school.
4. Governors will ensure that financial planning has regard to the funding of the special needs of some pupils and that all special needs resources are used in the most effective way to support such pupils.

5. Governors acknowledge the importance of the role of parents in their children's education and stress the importance of keeping parents/carers wishes central to decision-making, in supporting children with special educational needs.
6. Governors are aware that all teachers need expertise in meeting special educational needs and promote the delivery of effective Inset to increase the knowledge and skills of teaching and support staff.
7. Governors have responsibility to ensure that all children are enabled to be esteemed members of the school community, to become happy, confident, independent learners and to develop sound moral values and spiritual awareness, based on Christian ethics.
8. The governing body is required to report on the implementation and the development of the S.E.N. policy in their annual report to parents.

S.E.N. Governors

Tracey White and Roger Medhurst

Role of SEND Teaching Assistants

Teaching Assistants keep a record of the interventions they administer. Learning Support Assistants who work with a child with a statement or EHC Plan complete the child's personal SEND notebook, with comments on the support provided that day and the outcome of such.

Class teachers and Teaching Assistants / Learning support assistants are responsible for up-dating classroom strategies and interventions for supporting children with SEND under the guidance of the SENCO and outside agencies.

All staff, including teaching and support staff, are to promote the advice and positive strategies for working alongside SEND children.

SMM Secondary TA Line Manager:	Alison Charlton
SMM Woolwich LSA Line Manager:	Julia Hoon
SMM Woolwich TA Line Manager:	Rose Rogers
CC TA Line Manager:	Delaine Allen
CC LSA Line Manager:	Melissa Graham
SMMP TA Line Manager:	Dayo Ajayi
SMMP LSA Line Manager:	Dayo Ajayi

Designated Teacher with specific Safeguarding Responsibilities

Designated Teacher (Secondary phase):	Zoe Pett
Designated Teacher (SMM Woolwich):	Amanda Wilson
Designated Teacher (SMM Peninsula)	Dayo Ajayi
Designated Teacher (CC)	Samantha Reid

Staff Member Responsible for Managing PPG / LAC Funding

PPG – Amanda Wilson (SMM Woolwich)
PPG - Dayo Ajayi (SMM Peninsula)
PPG – Samantha Reid (CC)
LAC – Zoe Pett for (Secondary phase)

Staff Member Responsible for Managing Pupil's Medical Needs

Andrew Stansfield (Secondary phase)
Julia Hoon (SMM Woolwich)
Kyla Milne (SMM Peninsula)
Melissa Graham (CC)

SECTION TWELVE

STORING AND MANAGING INFORMATION

SEND paper documents are stored securely in locked cupboards and digital documents require a password for access.

SECTION THIRTEEN

REVIEWING THE POLICY

Policy review will take place either every 2 years, or where any change occurs. SMT, Governors and parents will review the policy.

SECTION FOURTEEN

ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAS to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans. The LA's written accessibility plan can be found at:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/advice.page?id=Dpg89yKxlns>

As St Mary Magdalene schools have been newly built we have been able to include physical accessibility into our buildings. For further details please see our Accessibility Plans.

[St Mary Magdalene Woolwich Campus](#)

[St Mary Magdalene Peninsula Campus](#)

[Christ Church](#)

Identifying and Removing Barriers to Learning

In order to comply with the SEND and Disability Act (2001), St Mary Magdalene and Christ Church schools seek to include all children with SEND into school life by making reasonable adjustments to the following three areas:

Curriculum provision

Provision for pupils with SEND is a matter for the school as a whole. All pupils are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include intervention support, as outlined on the school's provision map.

All staff, under the guidance of the Special Educational Needs Coordinator (SENCO) and external agencies must make reasonable adjustments to the learning environment to ensure that specific needs are addressed and all children are able to access the curriculum regardless of impairment. This may include:

- Providing suitable differentiated tasks and activities across the curriculum;
- Providing adult support as is necessary;
- Using a range of visual, auditory or kinaesthetic approaches in teaching style;
- Planned use of appropriate and quality IT resources;
- Planned 'free-time' support (e.g. support at playtimes);

- Providing additional learning support resources (e.g. signs and symbols, word cards, props);
- Adapting the timetable, or modifying the curriculum, to suit the specific needs of the SEN children within the class;
- Developing support displays;
- Adapting extra and additional curricular activities (e.g. school trips, school council and clubs).

We recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability.

Physical Environment

The physical environment of the school promotes equal access to all facilities for all pupils, where possible. We also have a sensory room available for all children at the Woolwich site and sensory equipment available for all children at Peninsula and Christ Church sites.

Development of Materials

It is the responsibility of the Governing Body, the Leadership Team and all other staff to ensure that pupils who need written materials provided in alternative forms (e.g. pictorial exchange communication, Braille, simplified text) have access to such provision. Currently, under the guidance of the SENCO and outside agencies, many class teachers use signs and symbols within their daily teaching. Communicate in Print software is used to develop symbols and signs for visual timetables and pictorial exchange communication.

All SEND children are entitled to access equipment that will aid inclusion, as is reasonable within the school's delegated SEN budget. It is the SENCO's responsibility to identify need, ensure that resources are equally available to all and to monitor their value for money and effectiveness.

Communication with and Support for Parents and Carers

We are committed to providing inclusive education. We value the pupil and parent voice. These are central to our planning and evaluating systems for SEND. We aim to work closely with parents at all stages in a child's education, keeping them informed and up to date as to their child's progress. SEND review days, parent consultation sessions and individual meetings form the basis of effective communication with pupils and parents.

At any point, parents and child should feel able to approach either the class teacher or SENCO to discuss any concerns or issues. It is the

responsibility of the receiving body to ensure that the appropriate person deals with the issue correctly.

The Local Authority also provides a Parent Partnership Service offering independent support for parents and carers of children with Special Educational Needs and Disability. The school will provide information about the Parent Partnership Service to all parents of children with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

SECTION FIFTEEN

DEALING WITH COMPLAINTS

The schools' complaint procedures are set out in the school prospectus.

If a SEND parent has a complaint, then the following procedure is to be followed:

- To meet with the Class teacher, Inclusion Leader and/or Head Teacher to communicate the complaint;
- Parents will be involved at all stages of investigation to resolve the complaint
- If parents are not satisfied with the resolution, to proceed with the complaint, in writing, to the Chair of Governors. The Chair will then investigate the complaint and take necessary action.

SECTION SIXTEEN

BULLYING

We recognise that vulnerable learners may be subject to bullying and we deal with this immediately. The ['Anti-Bullying Policy'](#) can be found on the Federation website:

SECTION SEVENTEEN

APPENDICES

The appendices provide additional information of interest.

- | | |
|-------------|--|
| Appendix 1: | List of external agencies |
| Appendix 2: | Web links to the school's Local Offer and other relevant policies. |
| Appendix 3: | Glossary of terms |
| Appendix 4: | Success of the SEND Policy |

Appendix 1 - List of external agencies:

External support services play an important part in helping the school identify, assess and make provision for SEND pupils.

The following sources are some of which the school use to seek external support:

ASD Outreach Room 505 PDC Eltham Foundation Complex 1a Middle Park Avenue, Eltham SE9 5HH	Support and advice to staff and parents for children diagnosed as on the Autistic Spectrum.
Behaviour Support Service	Support to help pupils avoid exclusion.
CAMHS Bexley and Greenwich Child and Adolescent Mental Health Service Memorial Hospital Shooters Hill London SE18	Support and advice for Children 0-19 with emotional and behavioural problems.
CENMAC Centre for Micro-Assisted Communication Eltham Green Complex, 4th Floor, 1A Middle Park Avenue, SE9 5HL	Support for pupils with physical disabilities.
Child Development Team Wensley Close, Eltham, London SE9 5AB	Support, advice, diagnosis and assessment for children 0-19.
CWD Children with Disabilities Team Wensley Close London SE9 5AB	Support and advice for looked after children with SEND.
Education Psychology Services The Woolwich Centre 35 Wellington Street Woolwich London SE18	Support in assessing and advising for individual children and whole school needs.
Granville Consultancy	Counselling in school for pupils and their parents who may need this support.
Greenwich Mencap	Support for parents/carers and

Greenwich Forum SE10	students with disabilities
National Autistic Society	Support for parents of children with Autism.
Occupational Therapy Dept. (Paediatric), Goldie Leigh, Lodge Hill, Abbey Wood, London, SE2 OAY	Support for pupils with motor control difficulties.
Sensory Support Service 4 th Floor PDC Harris Academy Visual and Hearing Impaired School 1A Middle Park Avenue Eltham SE9 5HH	Support for pupils with visual impairment from birth to 19 years. Support for hearing impaired pre-school children at home with their families and students attending their local mainstream schools.
Speech and Language Therapy Service, Memorial Hospital Shooters Hill, London, SE18 3RZ	Support for pupils with speech, language and communication difficulties.
STEPS Greenwich STEPS Charlotte Turner School Deptford	Support and training for staff in providing for children with SpLD and other needs. Also, provides individualised teaching programmes for use in school.
Waterside Outreach Service Waterside School Robert Street Plumstead SE18	Behaviour support for pupils, school staff and parents.
Women's Aid	Support for children witnessing domestic violence.

Appendix 2 – Web links to relevant policies

<u>Federation Website</u>
Accessibility Plans <ul style="list-style-type: none">• St Mary Magdalene - Woolwich• St Mary Magdalene - Peninsula• Christ Church
Anti-Bullying Policy
Local Offer <ul style="list-style-type: none">• St Mary Magdalene• Christ Church
Safeguarding Policy
Schools SEN Information Report Regulations (2014)
SEND Code of Practice, 0-25 guidance (January 2015)
SEND Code of Practice, parents guide (March 2015)
Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
Teachers Standards 2012
Equality Act 2010: advice for schools DfE (May 2014)
The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)
Royal Borough of Greenwich, Local Offer
Royal Borough of Greenwich SEND information
Royal Borough of Greenwich SEND Staff Training programme

Appendix 3 - Glossary of terms.

TERM	MEANING
CC	Christ Church school
Local Offer	The Local Offer sets out to transform the landscape of special educational needs and disability provision to ensure that all children with SEND can enjoy a high quality educational experience and work towards positive life outcomes and opportunities. At its heart is the importance of Choice & Control for parents and carers over the services they choose for their child with SEND. Parents & Carers of children with SEND can search for specialist services that meet their needs, identified through person-centred planning.
LSA	Learning Support Assistant, usually work 1:1 with a pupil.
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator
SEND	Special Educational Needs and Disability
SMM P	St Mary Magdalene school, Peninsula
SMM W	St Mary Magdalene school, Woolwich
TA	Teaching Assistant, usually support the class teacher in the education of pupils

Appendix 4 – Success of the SEND Policy

EVALUATIONS

Success Criteria for the SEND Policy:

The following questions need to be asked when evaluating this policy:

- Do all staff understand the processes involved in identifying, assessing and recording pupils with SEND?
- Are staff receiving practical and positive support in setting learning targets and supporting children with SEND?
- Are record keeping procedures as meaningful and economical with time as possible? Are they up to date? Are they accessible?
- Are all resources being used effectively?
- Are staff achieving an inclusive ethos, as set out in the policy's vision statement?
- Are the Governing Body, Senior Management Team and staff effective in their responsibilities?
- Are parents involved effectively and consistently in decision making processes?
- Are we providing equal access to the full school curriculum to pupils with SEND?