

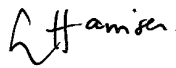
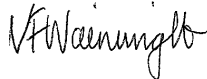




St Mary Magdalene C of E School
with
Christ Church C of E Primary School

Special Education Needs and Disability Policy

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|--|---|--|---|--|
| This policy was: | Written in | April 2015 | | |
| | Updated in | March 2020 | | |
| | Review date | March 2021 | | |
| | 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 for Secondary Phase: **St Mary Magdalene Secondary:
Amanda Hughes**

Address: Hendon Street, Greenwich, SE10 0NF

Telephone: 0203 873 5555

Name of Assistant

Headteacher for Primary Inclusion: **St Mary Magdalene Woolwich:**

Julia Hoon

Address: Kingsman Street, Woolwich, London SE18 5PW

Telephone: 0208 854 3531

Name of Assistant

Headteacher for

Inclusion: **St Mary Magdalene Peninsula: Julia Hoon**

Address: Hendon Street, London SE10 0NF

Telephone: 0208 858 1309

Name of SENCO for Christ Church: **Christ Church: Melissa Graham**

Address: Commerell Street, London SE10 0DZ

Telephone: 0208 858 3974

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.

We are committed to working together with all members of our school community. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us.

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 SEND.

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 a 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 SEND 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 SEND** 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 SEND);
- 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 personnel

We also acknowledge that identifying behaviour as a need will no longer be an acceptable way of describing SEND 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**

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page>

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

Criteria for Recording Pupils on a SEND Record

All children in our schools are supported in their learning by Quality First Teaching. Quality First Teaching means that our teachers have high learning expectations for all children and put in place different ways of teaching so that your child is fully involved in learning. Teachers plan for at least three levels of differentiation per lesson to ensure that all learning needs are met. Other aspects of Quality First Teaching include specific group work within a smaller group of children run by class teachers or support staff to target particular learning difficulties.

In accordance with the Code of Practice (2014) pupils are only identified as SEND 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 SEND.

“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

At our primary campuses, teachers monitor all students' progress regularly using 'Assessment for Learning.' This means that they are continually assessing gaps in learning and adapting their planning to meet these gaps. Interventions for specific needs are tracked and monitored using Provision Maps. Students' progress is monitored termly over the academic year in a progress meeting between each class teacher, a member of the Campus Senior Leadership Team as well as, where possible, the SENCo.

At our secondary campus, class teachers monitor their students' progress regularly using 'Assessment For Learning'. This means that they are continually assessing underachievement in learning and adapting their planning to meet the needs of each individual student. Student's progress is also monitored termly over the academic year in progress meetings with Assistant Directors of Faculty, the Senior Leadership Team, the Principal as well as, where possible, the SENCo and Heads of Year.

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 'SEND 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 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) in order to plan and monitor the provision of their support and as a result the progress that the student is making.

Assess, Plan, Do, and Review cycle

ASSESS

- Specific barriers to learning are identified.
- Students current attainment is assessed with an appropriate assessment tool which may be National Curriculum outcomes for a student's year group or, if necessary, Pre-Key Stage Standards. For children working at a level much below their peers we use P Levels to assess their learning.
- External agencies, such as ASD Outreach, have an initial visit in which they observe a student in order to assess their current level of need.

PLAN

- Our SENCOs and teachers then plan what is needed to support the child, which is laid out in a Personalised Learning Plan. Personalised Learning Plans involve families input and are shared throughout the school year.
- A time frame to deliver this is agreed, usually termly.
- Interventions, resources and strategies are recorded in Provision Mapping by teachers.
- External agencies write targets to support specific needs to complete both at home and in school.

DO

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

REVIEW

- Alongside the student and parents/carers, the teacher will review the targets set in Personalised Learning Plans.
- Teachers and support staff will provide evidence of progress either using a provision map or by following the assessment guidelines provided by external agencies.
- If insufficient progress is made the SENCOs may consult further with the specialist agencies who are already involved with a student. If necessary new specialists may be contacted.
- Our support staff, teachers and SENCOs will monitor effectiveness of the interventions and will update a student's support as necessary. This may involve re-starting the ASSESS-PLAN-DO-REVIEW cycle.

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

Local Offer

We publish our local offer: Our SEND information report, on our Koinonia Federation website.

Involving External Agencies

In our federation we work closely with the following services:

- ASD Outreach
- Beanstalk Readers
- Charlton Social Communication Project
- Educational Psychology Service
- Greenwich Local Authority Services
- Oxleas (school nurses and Occupational Therapists and Physiotherapists)
- Oxleas Speech and Language Therapists
- STEPs
- Waterside Outreach Service
- Counsellor from Granville Consultancy
- Therapy students sometimes used

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.

Specialists will work with a child to understand their needs and make recommendations which include:

- Making changes to the way that your child is supported in class.
- Support to set targets which will include their specific professional expertise.
- Intervention groups run by school staff under the guidance of the relevant specialist.
- Individual work with the specialist or school staff.
- Liaising with parents to support at home as well as in school.

The Koinonia Federation does not implement interventions and approaches such as ABA (Applied Behavioural Analysis) or Lovaas Interventions. We believe that these interventions limit a child's ability to

generalise skills taught to other environments as well as excluding them from the curriculum being taught.

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

If a 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 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 may 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.

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 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

SEN 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 Personalised Learning Plan 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 outcomes for a student's Personalised Learning Plan the class teacher will work closely with the student's parents, the SENCO and/or support staff, where appropriate. Outcomes are manageable and concise and attempt to provide strategies to address difficulties. Where possible, the child is involved in Outcomes setting. Outcomes usually involve parental support in addition to school-based strategies.

An agreement is reached about how Outcomes are to be carried out and by whom. Parents are also informed of the Outcomes set and given a copy of their child's Personalised Learning Plan.

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.

Children with an EHC Plan

Outcomes are set for the pupil with a statement / EHC Plan and reviewed each term. The targets are set with the, SENCO, learning support assistant (if applicable), class teacher, child and parent.

An annual review of the child's 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.

Additional support for learning that is available for pupils with SEND

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. At lunchtime in the secondary setting, The Hub is available for vulnerable students where they can chat and play games inside with peers.

All of our SEND students are invited and encouraged to attend school trips, including trips abroad and residential, and are invited to join our after-school clubs. We undertake additional planning and risk assessments to ensure that students with SEND can take part in the wide range of extra-curricular activities that our schools offer.

SEND students are also given the same opportunities as their peers to run for student leadership positions such as School Council, Pupil Faith Team, House Captains and Vice-Captains, Junior Youth Travel Ambassadors, Youth Travel Ambassadors, Sports Ambassadors, School Prefects, Head Boy and Head Girl. All students participate in Sports Days, themed days and enrichment weeks. Activities included in these are adapted to enable participation of all.

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

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible;

Children with additional needs, who are joining our schools, are supported in their transition in various ways. Where possible, transition meetings are arranged between the previous educational setting, our SENCos and the student's parents to share the best ways to support their needs. If a transition meeting is not possible, our school SENCos will make arrangements to contact the previous education setting.

As well as transition meetings, students with identified SEND, will have the opportunity to visit their new setting prior to their start date at our school. Before the student starts with us, we will prepare the relevant resources, such as now and next boards and social stories that will make the move to our school one with ease.

If your child is moving to another school, we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in the primary phase, information is passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Personalised Learning Plans will be shared with the new teacher. Your child may be provided with a transition photo book to help prepare them for their new school year.

In preparation for secondary transfers, our SENCos attend the Greenwich Primary Transition Day to discuss the specific needs of children with SEND, who are moving to secondary school. Our SENCos also attend the specialist secondary transition session for students with ASD.

Your child may benefit from a transition intervention, to support their understanding of the changes ahead. Where possible your child will visit their new school and in some cases staff from the new school will

visit your child. Those students transitioning into our secondary campus with additional needs are encouraged to attend additional induction day visits.

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 Governor with responsibility for Special Educational Needs and Disability is Roger Medhurst.

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, staff training, resources, liaison and administration time as well as resourcing support from external agencies). 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

Across our Federation we have an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for pupils with SEND.

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.

Our SENCOs actively engage in a range of opportunities to share best practice and keep well informed of current local and national initiatives and policies to support students with SEND.

The school routinely seeks advice and guidance from external agencies who also provide regular training for staff to meet the needs of children with a variety of learning needs. Throughout the academic year, staff attend specific training provided by the Royal Borough of Greenwich to implement the provision recommended by external agencies. Staff are given further specific training for more complex needs when required.

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.

SEND Governor

Roger Medhurst

Role of SEND Teaching Assistants

Teaching Assistants keep a record of the interventions they administer. Learning Support Assistants keep a record of the work that they do with their students with a EHC Plan and the progress that the students are making towards their Outcomes.

Class teachers 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: | Amanda Hughes |
| 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: Julia Hoon

Designated Teacher with specific Safeguarding Responsibilities

| | |
|---|------------------|
| Designated Teacher (SMM Secondary phase): | Zoe Pett |
| Designated Teacher (SMM Woolwich): | Morayo Amao |
| Designated Teacher (SMM Peninsula) | Kyla Butterworth |
| Designated Teacher (CC) | Alex Ermellino |

Staff Member Responsible for Managing PPG / LAC Funding

PPG – Tiffany King (SMM Woolwich)
PPG - Dayo Ajayi (SMM Peninsula)
PPG – Samantha Reid (CC)
PPG- Alison Charlton (SMM secondary Phase)
LAC – Zoe Pett for (Secondary phase)
LAC – Melissa Graham (Primary)

Staff Member Responsible for Managing Pupil's Medical Needs

Amanda Hughes (SMM Secondary phase)
Julia Hoon (SMM Woolwich)
Kyla Butterworth (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 in provision maps.

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 and Peninsula sites and sensory equipment available for all children at Christ Church.

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 visual 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 endeavour to involve our students and their families in decision making at all stages of their learning. All parents are invited to open afternoons/evenings throughout the school year. Where possible, the campus SENCos are available at these meetings.

Concerns about a student's progress are highlighted to parents at the earliest possible opportunity and they are regularly updated with changes in provision. At all stages, this is in line with the latest SEND Code of Practice advice.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards achieving these outcomes. We will do this via regular meetings, phone-calls, pupil voice and SEND newsletters.

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

When concerns arise regarding a child's learning needs, please follow the federation's Parental SEND Concerns Pathway. This will guide you through the necessary steps to address your concerns and will involve meeting with your child's class teacher as well as the school's SENCo.

We always endeavour to support our families through their child's education and address the concerns they may have.

If you feel that your concerns have not been addressed by following the SEND Concerns Pathway, then please refer to the federation's Complaint Policy for further guidance.

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:

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| 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 | Support and advice for looked after children with SEND. |

| | |
|--|---|
| London SE9 5AB | |
| 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 Greenwich Forum SE10 | Support for parents/carers and 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. |

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| Women's Aid | Support for children witnessing domestic violence. |
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Appendix 2 – Web links to relevant policies

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| <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?