

# Coloma Convent Girls' School

## Special Educational Needs and Disability Policy



Approved by:

Board of Governors - 3rd December 2020

This SEND policy is a key document to support the finest inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all students including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community. This policy was developed in conjunction with Croydon SEND. It complies with the statutory requirements and guidance set out in relevant legislation and documents. The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs and Disabilities Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for students receiving SEND support. Our SENDCO also contributes to the strategic development of SEND provision.

Our SENDCO is Maria Wake. She can be contacted via email or through the school reception. Email address: [MWake@coloma.croydon.sch.uk](mailto:MWake@coloma.croydon.sch.uk)

The SENDCO is a qualified teacher.

The advocate for Inclusion on the Senior Leadership Team is: Assistant Headteacher, Mr M Gearery.

### Section 1: Our values and vision in relation to SEND provision

We aim to develop and support the children in our care in every way possible so that they can fulfil their educational potential.

We work closely with parents to ensure that each child reaches her full potential to develop into a responsible and respectful member of the community and live her life according to Christian values.

#### Aims of this policy

To ensure that children and young people with SEND can engage successfully in all school activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have good access to the curriculum and wider school learning environment.

To work in close partnership with students, parents, relevant Local Authorities and other key agencies so that the needs and strengths of each student with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.

To ensure a high level of staff expertise to meet students' need through regular liaison with other professionals such as the Sensory Impairment Service, and to promote independence and resilience in students with SEND so that they are well prepared for transition to adulthood.

## **Section 2: Admission Arrangements for students with SEND**

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage students with SEND. The Code of Practice requires a school to admit all students who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child,

OR

- The attendance of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a student with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Special Schools.

The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support students with SEND entering the school (See Section 6: Transition)

## **Section 3: Identifying Special Educational Needs**

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when students join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all students to monitor rates of progress and attainment
- Teacher referral system which allows concerns to be raised to the SENDCO
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a student may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

Before deciding that a student requires additional SEND support the SENDCO and class teacher will review current arrangements to meet the child's needs through quality first teaching and consider any further modifications and adaptations that should be put in place to support good progress.

## Section 4: Meeting the needs of students with SEND

When it is evident that a student will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely.

### The SEND Register

The register provides an updated record of all students receiving additional SEND support so that:

- Progress and achievements of students with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for students with additional needs.

Once identified as requiring additional SEND support, students will receive additional support to remove barriers to learning and put in effective special educational provision. An Additional Support Plan (ASP) will be produced outlining the difficulty and recommending differentiated classroom support. This may include additional provision as well such as speech and language or reading support. Ongoing appraisal of this support will include the SEND Code of Practice model, a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the students' needs and the nature of support the student will need to make good progress and secure positive outcomes. Depending on the need of each student, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

### The Graduated Response

#### ASSESS

Once identified as requiring additional SEND support a more detailed assessment of the student's needs will be carried out. This will include discussions with parents and, the student. It may draw on assessments and reports from external agencies involved with the student such as speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties. Each student's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual students will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

## **PLAN**

The school will use the information from the assessment to draw up an additional support plan (ASP) to show the support that will be offered. The plan will:

- Identify difficulties and recommend quality first teaching strategies for teachers to apply to enable the student make academic progress.
- Outline a range of additional interventions outside of the classroom that will be made available to support progress.  
*(The full range of additional interventions are set out on the School SEND Information Report which is available on the school website)*
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details about relevant diagnostic testing
- Include a section of student views
- Give details of the role and input of external agencies when they are involved with a student
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- Be shared and agreed with parents so that they are fully aware of the outcomes sought, the support on offer and strategies they can use at home.

## **DO**

Class/subject teachers, with the support of the SENDCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when it is necessary for the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

## **REVIEW**

The impact of additional support and current progress will be reviewed at least termly. Parents will be invited to attend along with students when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings. Where appropriate this review may also be carried out electronically.

Where the students' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Students' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO will make a referral to specialist agency if appropriate.

A full list of external agencies the school uses to support the progress and welfare of students with SEN is included in Appendix 3.

## **Removal from the SEND Register**

If a student makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all students.

## **Education Health and Care Plans**

The additional needs of most of the students with SEND at Coloma will be met by interventions and resources from the school. In a few cases the students with the most significant needs who are unable to make any academic progress will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan)

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, students and external agencies.

## **Section 5: Meeting the needs of students with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any student with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, student as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed annually or sooner to reflect changing needs and support.

Where a student with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a student with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. Parents are invited to download and complete the relevant forms on the school's intranet:

<http://intranet.coloma.croydon.sch.uk/AccessArrangement.html>

**Section 6: Transition Arrangements** - Arrangements to support students with SEN moving into the school or moving to a different school.

### **Year 6 / 7 Transition**

The SENDCO and/or Head of Year 7 will attend the Primary to Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged, or the SENDCO may attend the student's annual review, in order to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school.

## **Sixth Form Transfer**

Children and young people with SEN can become particularly anxious about 'moving on', for example, to other Sixth Form provision, so we seek to support successful transition by:

- Preparing the student with advice from a career advisor and/or teacher.
- Liaising with the Learning Support department at the new provision and sharing information about any special arrangements that have been in place at Coloma.

## **Section 7: Funding and Resources**

The school receives additional funding from the Local Authority each year to facilitate the needs of students requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of students entering the school and levels of deprivation.

The school leadership through consultation with the SENDCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for students with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of students with SEND.

## **Section 8: Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the students with a range of SEND within everyday teaching.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting students with SEND.

The SENDCO attends the termly Croydon briefing sessions, when these meetings are appropriate to the needs of Coloma students, to keep abreast of local and national policy and initiatives to enhance SEND provision.

## **Section 9: Roles and Responsibilities**

### **Information and Guidance**

Who should I contact to discuss the concerns or learning needs of my child?

In the first instance contact:

The Key Stage Coordinator (parents will be given email contact appropriate to year group)

The Key stage coordinator will then direct your concerns to either the Form Tutor or Head of Year  
He/she is responsible for:

- Responding to parents' concerns and discussing matters with subject teachers as appropriate. Discussing with the teachers ways of adapting and refining the curriculum to respond to strengths and needs of the student.
- Checking on the progress of your child and liaising with teachers and parents.
- Meeting with the student to discuss difficulties.
- Applying the school's SEND policy.

You then may be directed towards to the Special Educational Needs and Disabilities Coordinator (SENDCO).

### **The role of the SENDCO**

The SENDCO is responsible for:

Coordinating provision for children with SEND and developing the school's SEND policy

Ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child's progress
- Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

### **Responsibilities of Head Teacher and Governors**

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for students with SEND.

The SEND Governor is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for students with SEND across the school.
- The lead governor for SEND at Coloma is : Miss McDonald
- The designated teacher for Safeguarding: Mr Gearey, Assistant Headteacher
- Designated teacher for Looked After Children: Mrs Unwin, Assistant Headteacher

### **Section 9: Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all students, including students with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of students with SEND compared to standards achieved by this group nationally, case studies for groups and individual students, monitoring of interventions and views and feedback of parents and students.

### **Section 10: Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should contact the Key Stage coordinator who will liaise with the appropriate staff to enable further discussions as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key

professionals supporting their child. This might be the educational psychologist. If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Local Authority SEND team. Parents will be contacted directly to receive information about the mediation services available.

### **Section 11: Anti Bullying**

We recognise that students with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Heads of Year and Form Tutors work closely with all the students to ensure that all students with SEND are well supported. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

### **Section 12: Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of students.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable students with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.
- Our accessibility plan forms part of the Equalities Policy which can be found on our school website



## Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting students at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

### Croydon's local offer for SEND

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

## Appendix 2: Definition of Special Educational Needs: SEND Code of Practice 2014

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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other students of the same age or
- Have 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 of post 16 institutions

## Equality Act 2010

A disability 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 includes:

- Sensory impairments such as those affecting sight and hearing.
- Long term health issues such as asthma, epilepsy and cancer.

## Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

<https://www.croydon.gov.uk/education/special-educational-needs/senhealth/health-under18>

Croydon Educational Psychology Service: *Octavo Partnership* Tel: 020 8241 5460

Croydon CAMHS Tel: 020 3228 0000 [www.slam.nhs.uk](http://www.slam.nhs.uk)

SALT <http://www.croydonhealthservices.nhs.uk> 020 8714 2594

Croydon Sensory Impairment Service [luisa.saddington@croydon.gov.uk](mailto:luisa.saddington@croydon.gov.uk)

Parents In Partnership [www.pipcroydon.com](http://www.pipcroydon.com) 0208 663 5626

SENDIAS (SEND support for parents and carers): <https://www.kids.org.uk/pages/search.aspx?q=croydon>