



St Joan of Arc Catholic  
Primary School

**POLICY**

**SEN**

**2020-23**

# St Joan of Arc Catholic Primary School

## SEN POLICY

### Mission Statement -

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

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## Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)

Last updated May 15

Ofsted Section 5 Inspection Framework Summer 2019

Ofsted SEN Review 2010 "A Statement is not enough"

Children and Families Act 2014

## SEN Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - ⇒ Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - ⇒ Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Aims and Objectives of this Policy

The aims of our SEN policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.” (The National Curriculum in England 2014)

## Admission Procedures

The school welcomes parents seeking integration into mainstream schooling for children with SEND and will seek to meet parental wishes as far as practicable and in the best interests of the child.

The school operates its admissions procedures in accordance with the policy laid down by the Governors. This policy will not discriminate on grounds of race or ethnic origin. In line with the Equalities Act 2010, the school will not refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider new opportunities to pupils who may have experienced difficulties previously, where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

The school considers applications for places for children with disabilities, subject to the limitations that exist as regards the school buildings. There is currently restricted access in school for children who have physical disabilities.

**Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**The school's arrangements for assessing the progress of pupils with special educational needs**

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

**SEN Code of Practice (2015)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies: 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2015**

## **Identification, Assessment and Provision**

**STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of Interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with SEND is not recognised as good practice and does not promote accelerated progress. Progress is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - ⇒ Plan strategically to meet pupils’ identified needs and track their provision.
  - ⇒ Audit how well provision matches need
  - ⇒ Recognise gaps in provision
  - ⇒ Highlight repetitive or ineffective use of resources
  - ⇒ Cost provision effectively
  - ⇒ Demonstrate accountability for financial efficiency
  - ⇒ Demonstrate to all staff how support is deployed
  - ⇒ Inform parents, LA, external agencies and Ofsted about resource deployment
  - ⇒ Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## **Identification and Assessment at Stage 1**

The school offers a differentiated curriculum. When pupils fail to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an “Assess, Plan, Do, Review” approach. Assessments will allow the pupil to show what they know, as well as to identify any learning difficulties.

Children’s needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs.
- Involving an external agency where it is suspected that a special educational need is significant.

## **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- In- class support by the class teacher
- Various interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources, use of specialist equipment, is applicable

## Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher consultations with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new SEN targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring SEN targets, evaluating the impact of SEN targets on pupils' progress.
- attendance records and liaison with EWO.
- regular meetings about pupils' progress between the SENCO and the Senior Management Team
- head teacher's report to parents and governors

## Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to Learning Plans (previously referred to as IEPs) which we recognise are no longer prescribed in the SEN Code of Practice 2015, is as follows:

- ⇒ Our Learning Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
- ⇒ Our Learning Plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- ⇒ Our Learning Plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- ⇒ Our Learning Plans will be based on informed assessment and may include the input of outside agencies,
- ⇒ Our Learning Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- ⇒ Our Learning Plans will be time-limited – reviewed at least termly, there will be an agreed “where to next?”
- ⇒ Our Learning Plans will have a maximum of three short / medium term SMART targets set for or by the pupil.
- ⇒ Our Learning Plans will specify how often the target(s) will be covered.
- ⇒ Our Learning Plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- ⇒ Targets for a Learning Plans will be arrived at through :
  - \* Discussion with agencies  
(Normally after an assessment has been completed)
  - \* Discussion between Parent, teacher and SENCO
  - \* Discussion, wherever possible, with pupil
  - \* Discussion with another professional  
(the precise order for this will vary from pupil to pupil).
- ⇒ Our Pupil Passports will be reviewed at least termly by class teachers in consultation with the SENCO.

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all Local Authority arrangements and procedures when applying for:
  - ⇒ High Needs Block Funding
  - ⇒ An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Local Authority policy and guidance - particularly with regard to the timescales set out within the process.



## Responsibilities

### The name and contact details of the SEN co-ordinator.

Mr Anthony Vallejo

St Joan of Arc RC Primary School

Northolme Road

London

N5 2UX

Tel: 020 7226 3920

## Management of SEN within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this SEN policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### Headteacher

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

### Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Pupil Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section above on Pupil Passports)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending Local Authority SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners

### **Class teacher**

- liaising with the SENCO to agree :
  - ⇒ which pupils in the class are vulnerable learners
  - ⇒ which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - ⇒ which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning Plans to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - ⇒ ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
  - ⇒ ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

## **Links with Other Services**

### **Links with Health, Education Welfare and Social Services**

The school nurse keeps health records on all pupils, and gives information and advice on managing illness and medication in school. He/she liaises with parents/carers and the Inclusion Manager and will make referrals for pupils about whom we have health concerns.

The SENCO organises pupil referrals to the following Health services:

- Speech and language therapy
- Paediatric occupational therapy
- Child and family consultation service
- Clinical psychology
- Child Development Team
- Health Service (school nurse)

The school has strong links with the Education Welfare Service. Pupils causing concern are first closely monitored, and then formally referred if concerns about their attendance persist. Some pupils may be unable to attend school because of medical needs. In cases where a pupil is absent for more than 15 consecutive working days, the LA/EWO is notified.

The Inclusion Manager liaises with the school's Child Protection Officer, Clare Campbell, in the case of any pupils with SEN who are identified as being 'at risk' by social services.

## **Links with LA Support Services**

The school works with LA support services to identify and support pupils with SEN. Individual pupil referrals may be made to:

- School educational psychologist
- Language and communication team
- Advisory teacher for hearing impairment
- Advisory teacher for visual impairment
- Advisory teacher for Moderate Learning Difficulties
- Advisory teacher for children on the ASC spectrum
- Behaviour Support Team (Pupil Referral Unit)
- Early Years Inclusion Team
- Child Adolescent Mental Health Service (CAMHS)
- Families First

In addition, LA advisory teachers provide school-based support for the SENCO and members of staff on implementing best practice in SEN.

For a full list of the agencies that support the school, please refer to Appendix 1.

## **Facilities To Support SEN Pupils**

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**The role played by the parents of pupils with special educational needs (and other learning needs).**

## Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Local Authority services available.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Learning Plans .

## Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling, if appropriate. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

## Complaints

If there are any complaints relating to the provision for children with SEN, these will be dealt with in the first instance by the class teacher. If they are still concerned, they should arrange to meet with the SENCO. If their concerns remain unresolved, they should make an appointment to speak with the Deputy Head or Headteacher.

The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy) The Local Authority is also able to offer advice on procedures if, between us, we have been unable to resolve the problem.

## Support Services For Parents

**The contact details of support services for the parents of pupils with special educational needs.**

### **The Family Information Service - 020 7527 5959**

Gives free impartial information, advice and guidance about services for children, young people and families.

email [fis@islington.gov.uk](mailto:fis@islington.gov.uk)

Website: [www.islington.gov.uk/fis](http://www.islington.gov.uk/fis)

**Information on where the local authority's local offer is published.**

<http://www.islington.gov.uk/services/social-care-health/disabled-people/parents-of-disabled-children/Pages/default.aspx>

## Policy evaluation criteria

To evaluate school provision for pupils with SEN, the Governing Body examines the review of the School Improvement Plan. This provides evidence that:

- Whole school procedures are in line with the SEN code of practice
- Pupils with SEN achieve their full potential
- There is effective allocation of resources and staffing
- There are on-going opportunities for staff training
- There is continued and improved communication with parents/carers

## Relationship to other Policies

This policy should be read in conjunction with policies on teaching and learning, and the school curriculum. The Single Equalities Policy and the School Information Report are integral to this policy.

This Policy is reviewed triennially by

The SENCO

It was last reviewed in

September 2020

It will next be reviewed in

September 2023

## Appendix 1 - School Inclusion Team

<b>Team around the school members</b>	<b>Name</b>	<b>Contact details</b>
Inclusion Manager and SENCO	Anthony Vallejo	St Joan of Arc Catholic School Northholme Road N5 2UX Tel: 0207 2263920
School Welfare Assistant	Noreen Doogan	As above
Educational Psychologist	Norma Julius	Islington Educational Psychology Service 222 Upper St London N1 1XR Tel: 020 7527 5817 or 020 7527 5749
CAMHS Worker- Clinical Psychologist	Siobhan Foley	Islington Community CAMHS 3rd Floor, Northern Health Centre 580 Holloway Road London, N7 6LB Tel: 020 3316 1824/1992
School Nurse/Health Advisor	Irene Teshola	Highbury Grange Health Centre Tel: 020 3316 8036
Speech and Language Therapist	Geraldine Quaine	Whittington Health NHS Speech and Language Therapy Services to Mainstream Schools in Islington 222 Upper Street London N1 1 XR Tel: 0207 527 7488 Fax: 0207 527 7488
Link Social Worker	Martin Murray	Islington Children's Social Care Services Tel: 0207 527 7400
Behaviour Support Advisor	Graham Storey	New River College Pupil Referral Unit Lough Road London N7 8RH Tel: 020 7607 6500
Early Years Inclusion Team	Pauline Foster	Early Years Foundation Stage Team School Improvements Service (Children Service) 2nd Floor Laycock Centre Laycock Street London N1 1TH Tel: 020 7527-5599 Fax: 020 7527-5651
SEN Governor	On request	St Joan of Arc Catholic Primary School Northholme Road N5 2UX Tel: 0207 2263920