



St Joan of Arc School
Growing together

Policy

SEN Policy

2023-26

Mission Statement

At St. Joan of Arc School, our mission is to offer a highly personalised learning experience that enables all children to access the benefits of a specialist provision while remaining in a mainstream school setting.

AHT with Inclusion and Attendance responsibility: Mr Anthony Vallejo
Higher Level Teaching Assistant: Deirdre Ryan
SEN Governor: Caroline Piers

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Legislative Compliance

This SEN policy has been formulated in strict adherence to the following guidance and legislation:

SEN Code of Practice (May 15)

Our SEN policy aligns with the SEN Code of Practice, which considers the SEN provisions of the SEN and Disability Act 2001. We are committed to implementing the principles and practices outlined in this code to ensure the effective identification, assessment, and provision for students with special educational needs.

Ofsted Section 5 Inspection Framework (Summer 2019)

We recognize the importance of the Ofsted Section 5 Inspection Framework, especially as it pertains to the assessment of our school's effectiveness in supporting SEN students. Our SEN policy is designed to address the key areas highlighted in this framework to ensure positive outcomes for all our students.

Ofsted SEN Review 2010 "A Statement is not enough"

Building on the insights and recommendations from the Ofsted SEN Review in 2010, we have incorporated best practices and innovative approaches into our SEN policy. Our commitment extends beyond the mere issuance of statements; we aim to provide comprehensive and tailored support for students with special educational needs.

Children and Families Act 2014

Our SEN policy complies with the provisions of the Children and Families Act 2014. We are dedicated to meeting the legal requirements set out in this act to ensure that all SEN students receive the support and accommodations they need to access a high-quality education.

We acknowledge the evolving nature of legislation and guidance related to special educational needs, and we are committed to keeping our policy up-to-date to reflect any changes or developments in these areas.

St. Joan of Arc SEN Inclusion Statement

At St. Joan of Arc School, we are committed to fostering an inclusive learning environment where every child, including vulnerable learners and those with special educational needs (SEN), is valued and supported. Our SEN inclusion statement outlines our guiding principles:

- ✓ **Maximum Inclusion for All Children:** We endeavour to achieve maximum inclusion of all children, recognizing and celebrating their unique strengths and needs. We are dedicated to creating an inclusive community where every child feels a sense of belonging and is given opportunities to thrive.
- ✓ **Differentiated Learning Opportunities:** Our teachers at St. Joan of Arc provide differentiated learning opportunities tailored to the diverse needs, interests, and abilities of all children in our school. This ensures that every child can access the school curriculum fully and engage in meaningful learning experiences.
- ✓ **Addressing Delayed Progress:** We acknowledge that special educational needs may be a contributing factor to delayed or slower progress for some students. However, we do not consider it an excuse. Instead, we are committed to closing the attainment gap between vulnerable learners and their peers through targeted interventions and support.

- ✓ **English as an Additional Language (EAL):** We understand that English as an Additional Language (EAL) is not inherently a special educational need. Nevertheless, we provide differentiated instruction and individualized learning opportunities for children learning EAL as part of our commitment to supporting vulnerable learners.
- ✓ **Specialist Provision:** St. Joan of Arc School also currently offers a specialist provision for children who are working at a pre-key stage level. This provision operates under its own individual policy and access criteria, which are under the discretion of the Headteacher and governing body.
- ✓ **Individual Progress as the Main Indicator:** We prioritize individual progress as the primary measure of success. We recognize that every child's journey is unique, and we celebrate their achievements and milestones, regardless of the pace.
- ✓ **Distinguishing Underachievement from SEN:** We make a clear distinction between "underachievement" and special educational needs. Some students may underachieve due to various factors, including poor early learning experiences, and we are vigilant in identifying and providing timely interventions to support them.
- ✓ **Supporting Pupils with SEN:** For pupils who genuinely have special educational needs, we are dedicated to ensuring that they have every opportunity to attain and achieve in line with their peers. This involves accurate assessment of their needs and the development of carefully planned programs that address the root causes of any learning difficulties. These programs will receive initial funding through the devolved school's 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

At St. Joan of Arc School, we are dedicated to providing an inclusive and welcoming environment for children with Special Educational Needs and Disabilities (SEND). Our admission procedures are designed to align with the principles of inclusivity and the best interests of the child. Here is an overview of our admission procedures:

Parental Wishes and Integration into Mainstream Schooling:

- St. Joan of Arc School warmly welcomes parents who are seeking integration into mainstream schooling for children with SEND. We are committed to accommodating parental wishes to the best of our ability, always prioritising the best interests of the child.

Governor's Policy and Non-Discrimination:

- Our school operates admission procedures in accordance with the policies set forth by our governing body. These policies do not discriminate on the grounds of race or ethnic origin.
- In accordance with the Equalities Act 2010, we do 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.

Considering New Opportunities:

- St. Joan of Arc School is open to considering new opportunities for pupils who may have experienced difficulties previously, provided it is reasonable to do so.
- Parents and pupils may be asked to make agreements regarding future conduct and attendance, but such agreements will not be used as a condition of entry.

Children with Disabilities:

- The school considers applications for places for children with disabilities, considering the limitations related to the school's physical infrastructure.
- **Please note that there is currently restricted access in school for children who have physical disabilities. We are actively working to improve accessibility for all students.**

Information on SEN Policies:

- Parents and prospective students can access information about the school's policies for the identification, assessment, and provision for pupils with special educational needs. This includes information about how the school evaluates the effectiveness of its provision for such pupils.

Assessment of Progress:

- The school has established arrangements for assessing the progress of pupils with special educational needs. These arrangements are designed to ensure that every child's progress is monitored effectively and that necessary support and interventions are provided.

In implementing these admission procedures, St. Joan of Arc School adheres to the following definition:

"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, personalized teaching." - SEN Code of Practice (2015)

Our commitment to inclusivity and the well-being of every child remains at the heart of our school's mission. We look forward to working collaboratively with

parents, carers, and the wider community to ensure that all children at St. Joan of Arc School have the opportunity to thrive in a supportive and inclusive learning environment.

Identification, Assessment, and Provision

STAGE 1 - Well-differentiated, Quality First Teaching, Including Interventions

At St. Joan of Arc School, we are committed to a tiered approach to identification, assessment, and provision for all learners, including those with special educational needs (SEN). Our approach is guided by the following principles and definitions:

- **Definition of Special Educational Provision:** "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, personalized teaching" (SEN Code of Practice, 2015).
- **Achievement for All:** Our goal is not merely to provide "more literacy" or "more maths" but rather to offer interventions that address the underlying learning needs of each pupil. These interventions are designed to improve access to the curriculum and promote academic progress ("Achievement for All," National Strategies: 2009).
- **Keys to Good Outcomes:** We recognise that the keys to achieving positive outcomes for all learners, including those with SEN, are good teaching and learning practices, close tracking of progress, rigorous monitoring, and the prompt implementation of interventions. We are committed to thoroughly evaluating the impact of additional provision, ensuring that every child receives the support they need to succeed (Ofsted SEN Review 2010).
- **Simplifying the Process:** To simplify the process of planning the right help at the school level, we ensure clarity about the provision that is routinely available for all children, including targeted help provided for those falling behind. This includes additional provision for students with SEN (SEN Code of Practice 2015).

Provision at Stage 1:

1. **Well-differentiated, Quality First Teaching:** At St. Joan of Arc School, we provide quality first teaching that is tailored to the diverse needs of our learners. This approach ensures that all students have access to high-quality education within a mainstream classroom setting.
2. **Inclusive Strategies and Differentiation:** We believe that progress is best promoted through a range of good, inclusive strategies, interventions, and differentiation of the usual school curriculum. This approach recognizes and responds to the individual learning needs of all students.
3. **Identification of Vulnerable Learners:** All vulnerable learners, including those who may be underachieving, are identified and included on a whole-school provision map. This map outlines and monitors all additional interventions and support provided across the school.
4. **Accelerated Progress:** Some vulnerable learners may require interventions to make accelerated progress, but they may not necessarily

have special educational needs. These interventions are considered a part of the school's differentiation strategy, not specialized interventions for students with SEN.

5. **Whole-School Provision Map:** The whole-school provision map serves multiple purposes:
- It helps us strategically plan to meet pupils' identified needs and track the provision provided.
 - It enables us to audit how well our provision matches the identified needs of our learners.
 - It helps us recognize gaps in provision and address them effectively.
 - It highlights repetitive or ineffective resource usage, enabling us to allocate resources efficiently.
 - It ensures accountability for financial efficiency.
 - It communicates to all staff how support is deployed.
 - It informs parents, the local authority (LA), external agencies, and Ofsted about our resource deployment.
 - It focuses our attention on whole-school issues of learning and teaching, in addition to individual needs, facilitating self-evaluation.

Identification and Assessment at Stage 1

At St. Joan of Arc School, we are dedicated to early identification and assessment of pupils who may require additional support, including those with special educational needs (SEN). Our approach follows an "Assess, Plan, Do, Review" framework, which allows us to identify and address the unique learning needs of each pupil. Here is an overview of our identification and assessment process at Stage 1:

- **Differentiated Curriculum:** St. Joan of Arc School offers a differentiated curriculum to cater to the diverse needs of our students. However, when pupils exhibit signs of difficulty, such as challenges in acquiring literacy and numeracy skills, persistent behaviour, emotional or social difficulties, sensory or physical problems, or communication and interaction difficulties, we initiate the "Assess, Plan, Do, Review" process.
- **Early Identification and Support:** We believe in identifying and meeting children's needs as early as possible. This is achieved through a variety of methods, including:
 - A. Analysis of data, including entry profiles, Foundation Stage Profile scores, reading ages, and other whole-school pupil progress data.
 - B. Classroom-based assessment and ongoing monitoring arrangements, which follow a cycle of planning, action, and review.
 - C. Addressing parental concerns and involving parents in the assessment process.
 - D. Tracking individual children's progress over time to identify any trends or patterns.
 - E. Collaborating with feeder nurseries during the transition process.
 - F. Utilising information from previous schools and other relevant services.
 - G. Maintaining a provision map that includes all vulnerable learners, clearly identifying pupils receiving additional SEN Support from the school's devolved budget or those in receipt of High Needs funding.

This provision map is updated termly through meetings between teachers and the Special Educational Needs Coordinator (SENCO).

- H. Undertaking more in-depth individual assessments when necessary, which may include the use of commercially available assessments selected to provide appropriate and useful information on a pupil's needs.
- I. Involving external agencies when it is suspected that a special educational need is significant and requires specialized expertise.

Curriculum Access and Provision for Vulnerable Learners

For children who are identified as underachieving or having special educational needs, St. Joan of Arc School provides additional support and provisions to help address their individual learning needs. Our approach is flexible and may include a combination of strategies tailored to meet the specific targets identified for each pupil. These approaches include:

- **Quality First Teaching with Differentiation:** Our teachers differentiate their instruction as part of quality first teaching, ensuring that all students can access the curriculum.
- **In-Class Support by the Class Teacher:** Class teachers play a crucial role in providing in-class support to pupils, helping and adaptations as needed.
- **Various Interventions:** We offer a range of interventions designed to address specific learning needs. These interventions may be delivered by trained staff members or specialists.
- **Small Group Withdrawal:** In some cases, small group withdrawal sessions are organized to provide targeted support in a smaller setting.
- **Individual Class Support/Individual Withdrawal:** Pupils may receive one-on-one support within the classroom or through individual withdrawal sessions.
- **Further Differentiation and Specialised Resources:** We provide further differentiation of resources and, if applicable, utilize specialist equipment to meet the individual needs of our pupils.

Monitoring and Evaluation

At St. Joan of Arc School, we are committed to the continuous monitoring and evaluation of the effectiveness of our provision for vulnerable learners. Our rigorous approach to assessment ensures that we are meeting the diverse needs of our students and making necessary adjustments to improve outcomes. Here are the ways in which we monitor and evaluate our provision:

- **Classroom Observation:** The SENCO and senior leaders regularly conduct classroom observations to assess the quality of teaching and the impact on students with special educational needs.
- **Ongoing Assessment of Intervention Groups:** We assess the progress made by students in intervention groups to determine the effectiveness of these targeted interventions.
- **Work Sampling:** We conduct work sampling on a termly basis to review students' work and gauge their progress.
- **Teacher Consultations:** Teachers have consultations with the SENCO to discuss the progress and specific needs of students.
- **Informal Feedback:** We gather informal feedback from all staff members to gain insights into the experiences and progress of students with special educational needs.

- **Pupil Interviews:** Interviews with pupils are conducted when setting new SEN targets or reviewing existing targets to ensure their voices are heard and considered.
- **Pupil Progress Tracking:** We use whole-school assessment data to track the progress of students with SEN and identify areas where additional support is required.
- **Monitoring SEN Targets:** We closely monitor SEN targets and evaluate their impact on pupils' progress.
- **Attendance Records:** We maintain attendance records and liaise with the Education Welfare Officer (EWO) to address attendance-related concerns.
- **Meetings Between SENCO and Senior Management Team:** Regular meetings between the SENCO and the Senior Management Team provide a platform for discussing pupils' progress and determining necessary actions.
- **Head Teacher's Reports:** The head teacher provides reports to parents and governors, sharing information about the school's provision for vulnerable learners and their progress.

Stage 2 - Additional SEN Support

Pupils at St. Joan of Arc School receive additional SEN support when it is evident that their needs require intervention beyond the well-differentiated curriculum offered to all pupils. This support is offered to pupils who have a special educational need, as defined by the SEN Code of Practice 2015.

- **Exclusion of Under-Achieving Pupils without SEN:** Pupils who are underachieving but do not have SEN will not be placed on the list of pupils offered additional SEN support; however, they will be included on the school's provision map.
- **Identification and Tracking via Provision Map:** Intervention for pupils on the SEN list is identified and tracked using the whole-school provision map.
- **High Needs Funding:** In some cases, a small number of pupils on the SEN list may require additional High Needs funding to ensure their underlying special educational needs are effectively addressed. This is particularly relevant when external agencies have been involved in assessing the pupil or contributing to their provision.
- **Multi-Disciplinary Assessment:** In rare cases where a pupil has a significant, severe, and sustained need, we may initiate a multi-disciplinary assessment process involving health and social care to consider the need for an Education, Health, and Care Plan (EHCP).
- **Individual Education Plan (IEP):** In cases where a pupil receives High Needs Funding and/or an EHCP, a decision will be made on whether a short-term Individual Education Plan (IEP) is required.

Approach to Learning Plans (IEPs):

While Learning Plans (previously referred to as IEPs) are no longer prescribed in the SEN Code of Practice 2015, St. Joan of Arc School recognizes their value in supporting students with special educational needs. We continue to use these plans as a tool for setting targets, tracking progress, and coordinating support for vulnerable learners, ensuring that their individual needs are addressed effectively.

Our Approach to Learning Plans

At St. Joan of Arc School, Learning Plans are a dynamic tool integral to our commitment to the development and support of pupils with special educational

needs (SEN). We view Learning Plans as working documents that enable us to focus on specific areas of development and provide a framework for planning, teaching, and reviewing. Here is an overview of our approach to Learning Plans:

- **Continuous Refinement:** Our Learning Plans are designed to be continually refined and amended as needed. We recognise that the needs of our pupils evolve, and the plans are adapted accordingly to ensure they remain effective.
- **Alignment with the Differentiated Curriculum:** Learning Plans exclusively record targets and objectives that go beyond the differentiated curriculum plan already in place for all children. The targets within Learning Plans are carefully crafted to address the underlying reasons why a pupil may be facing difficulties in learning, ensuring they are specific and meaningful rather than generic, such as "more literacy" or "more maths."
- **Accessibility and Ownership:** Learning Plans are accessible to all stakeholders involved in their implementation, including pupils. We believe in fostering a sense of ownership among pupils so that they have a clear understanding of and commitment to their targets.
- **Informed Assessment and Collaboration:** Learning Plans are based on informed assessments, and input from external agencies is included when necessary. The process of arriving at targets involves collaborative discussions with agencies, parents, teachers, and, whenever possible, the pupil. The precise order of these discussions may vary depending on the individual pupil's needs.
- **Regular Monitoring and Evaluation:** Learning Plans are designed to be manageable and easily monitored. They are reviewed at least termly to assess progress and determine the next steps, ensuring that pupils receive timely and appropriate support.
- **Time-Limited:** Learning Plans are time-limited, and there is an agreed-upon "where to next?" assessment. This ensures that targets remain relevant and reflect the pupil's current needs and progress.
- **SMART Targets:** Learning Plans include a maximum of three short- to medium-term SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets. These targets specify how often they will be addressed and what the pupil is expected to learn and achieve within the given timeframe.
- **Arriving at Targets:** Targets for Learning Plans are arrived at through a structured process that may involve discussions with agencies, parents, teachers, the SENCO, and, whenever possible, the pupil. These discussions are typically held after assessments have been completed and when all relevant information has been gathered.
- **Pupil Passports:** Pupil Passports, a component of our SEN support, are 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 (EHCP)

For pupils with an Education Health and Care Plan (EHCP), we provide comprehensive support aligned with our SEN arrangements. This includes the following:

- Access to all arrangements for pupils on the SEN list.
- Annual Review of their statement/plan, following Local Authority arrangements and procedures.

- Compliance with all prerequisites for applications, which are proactively addressed through ambitious additional SEN support using our devolved budget at an earlier stage.
- Our review procedures fully align with the recommendations in Section 6.15 of the Special Educational Needs Code of Practice and Local Authority policy and guidance, particularly regarding specified timescales within the process.

Responsibilities

At St. Joan of Arc School, the effective management of special educational needs (SEN) is a shared responsibility among our dedicated staff. We are committed to fostering a supportive and inclusive learning environment where all students can thrive. Here are the key individuals responsible for ensuring the successful implementation of our SEN policy:

SEN Coordinator (SENCO):

Name: Mr. Anthony Vallejo

Title: Assistant Head Teacher - Inclusion Manager and Attendance Officer

School Address: St. Joan of Arc RC Primary School, Northolme Road, London, N5 2UX

Contact Number: 020 7226 3920

Management of SEN within Our School

The responsibility for overseeing the implementation of our SEN Policy has been delegated by the headteacher and governing body to the Special Educational Needs Coordinator (SENCO). The SENCO plays a pivotal role in ensuring the ongoing effectiveness of our SEN policy and regularly reports to the headteacher and the governor with responsibility for SEN. All staff members in our school share the responsibility for maximising the achievement and opportunities of vulnerable learners. We firmly believe that all teachers are teachers of pupils with special educational needs, and they are committed to supporting the diverse needs of our students with a positive and sensitive attitude at all times.

Headteacher:

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and making strategic decisions to maximize their learning opportunities.
- The headteacher and governing body delegate the day-to-day implementation of the SEN policy to the SENCO.
- The headteacher is regularly informed of the progress of vulnerable learners and any issues related to the school's provision through various means, including analysis of the whole-school pupil progress tracking system, maintenance and analysis of a whole-school provision map for vulnerable learners (which may be devolved to another member of the Senior Leadership Team and the SENCO), pupil progress meetings with individual teachers, regular meetings with the SENCO, and discussions with pupils and parents.

Special Educational Needs Coordinator (SENCO):

- The SENCO, in alignment with the recommendations in the SEND Code of Practice 2015, oversees the day-to-day operation of the SEN policy in several ways:

- Maintenance and analysis of a whole-school provision map for vulnerable learners.
- Identification on the provision map of a staged list of pupils with special educational needs. This list includes those receiving additional SEN support from the school's devolved budget, those in receipt of High Needs funding, and those with statements of Special Educational Need or Education Health and Care plans.
- Coordinating provision for children with SEN.
- Liaising with and advising teachers on SEN-related matters.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing records for all children with SEN.
- Collaborating with class teachers to communicate with parents of children with SEN.
- Contributing to the in-service training of staff regarding SEN.
- Implementing a program 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 strong evidence suggests a pupil may have a special educational need.
- 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 deemed useful for a pupil with SEN, have a high profile in the classroom and with pupils.
- Regularly evaluating the impact and effectiveness of all additional interventions for vulnerable learners, including those with SEN.
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class tracked on the school's provision map.
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views.
- Attending Local Authority SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor and keeping them informed of current issues regarding provision for vulnerable learners, including those with SEN.
- Collaborating closely with a range of outside agencies to support vulnerable learners.

Class Teacher:

- Class teachers play a crucial role in identifying and supporting vulnerable learners. Their responsibilities include:
- Liaising with the SENCO to identify pupils in the class who are vulnerable learners.
- Identifying pupils who are underachieving and require additional interventions tracked on the vulnerable learners' provision map but do not have special educational needs.
- Collaborating with the SENCO to determine which pupils require additional support due to a special educational need and need to be included on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning

Plan to address their special educational need, including pupils with statements/Education, Health, and Care Plans (EHCPs).

- Ensuring that pupils with special educational needs have adequate opportunities to work on targets that are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum.
- Ensuring effective deployment of resources, including teaching assistant support, to maximize outcomes for all groups of vulnerable learners.

Accreditation of SEN Coordinator

In accordance with Section 6 of the SEN Code of Practice 2015, our Special Educational Needs Coordinator (SENCO) is a qualified teacher working at our school and holds statutory accreditation. The accreditation was achieved in 2020. Additionally, the Inclusion Manager has continued to enhance their expertise by pursuing a Master of Arts (MA) in Special and Inclusive Education with a specialisation in Autism. This ongoing professional development ensures that our SENCO possesses the necessary qualifications and expertise to effectively coordinate provision for children with special educational needs.

Professional Development and Training

We are dedicated to ensuring that all staff members receive appropriate training and professional development opportunities to effectively support vulnerable learners and maximize their achievement. As part of our school development plan and annual schedule of continuous professional development, all staff will be trained in strategies for supporting vulnerable learners.

Specialist Expertise and Services

Our school acknowledges the importance of seeking specialist advice and expertise to support the assessment and individualised support of pupils with special educational needs. We commission specialist services from the open market and establish service level agreements and quality assurance criteria when doing so. The headteacher and senior leaders are responsible for reporting to the governing body on the effectiveness and value for money of these arrangements. Whenever possible, our school collaborates with other schools in joint commissioning and quality assurance efforts, fostering collaboration and shared resources.

Links with Other Services

Our school maintains strong links with various external services to ensure the holistic well-being of our students. These links include:

Health Services:

- The school nurse maintains health records for all pupils, providing information and guidance on managing illness and medication within the school.
- The SENCO facilitates pupil referrals to various health services, including speech and language therapy, paediatric occupational therapy, child and family consultation services, clinical psychology, and the Child Development Team.

Education Welfare Service:

- Our school has a close working relationship with the Education Welfare Service. Pupils causing concern are closely monitored and formally referred if attendance issues persist.
- For pupils with medical needs preventing regular school attendance for more than 15 consecutive working days, the Local Authority/Education Welfare Officer (LA/EWO) is notified.

Child Protection:

- The Inclusion Manager liaises with the school's Child Protection Officer, Clare Campbell, in cases where pupils with SEN are identified as 'at risk' by social services, ensuring that safeguarding measures are in place.

Links with LA Support Services

Our school actively collaborates with Local Authority (LA) support services to identify and provide necessary support for pupils with special educational needs (SEN). Individual pupil referrals may be made to various LA support services, including:

- 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 Autism Spectrum (ASC)
- Behaviour Support Team (Pupil Referral Unit)
- Early Years Inclusion Team
- Child Adolescent Mental Health Service (CAMHS)
- Families First

Additionally, LA advisory teachers provide valuable school-based support for the SENCO and staff members to implement best practices in SEN support. A comprehensive list of agencies that support the school can be found in Appendix 1.

Facilities to Support SEN Pupils

We are committed to providing the necessary equipment and facilities to support children and young people with special educational needs. Here's how these resources will be secured:

- When specialised equipment or a high level of staffing support is required to assist a pupil with special educational needs, our school will allocate additional SEN support funding up to £6,000 per annum for each individual pupil. Beyond this threshold, if the cost is higher and the provision of these facilities is expected to be prolonged, the school will make an application to the Local Authority for High Needs Block Funding.
- Specialist equipment and the expertise related to its use will be procured, hired, or commissioned by the school from the open market. These acquisitions will adhere to established guarantees, service level agreements, and quality assurance criteria. Our school will actively seek opportunities to collaborate with other schools for joint procurement or hiring of equipment.
- All staffing appointments made to support vulnerable learners will strictly adhere to equal opportunities legislation, employment law, safer recruiting

policies, and best practices. Vacancies will be competitively advertised and filled through a rigorous recruitment process.

Involvement of Parents

We highly value the role played by parents of pupils with special educational needs (SEN) and other learning needs. We actively seek and encourage parents' involvement and collaboration in their child's education. This includes:

- Regular communication with parents to keep them informed of their child's progress and any additional support provided.
- Holding meetings to discuss Individual Education Plans (IEPs), progress, and set targets collaboratively.
- Encouraging parents to share their insights, concerns, and feedback regarding their child's educational journey.
- Providing information and resources to support parents in understanding and participating in their child's education.
- Collaborating with parents to ensure that their child's needs are met in the most effective and holistic manner.

Partnership with Parents/Carers

At St. Joan of Arc RC Primary School, we are dedicated to fostering a strong partnership with parents and carers. We believe that collaboration between home and school is essential for the holistic development and success of every child. Our commitment to this partnership is reflected in the following ways:

- **Effective Multi-Agency Collaboration:** We work effectively with all other agencies that support children and their parents. This collaborative approach ensures that we can provide comprehensive support to meet the needs of each child.
- **Active Involvement:** We give parents and carers opportunities to actively and meaningfully participate in their child's education. Your involvement is highly valued and plays a crucial role in your child's learning journey.
- **Warm Welcome:** We strive to create an inclusive and welcoming environment where parents and carers feel comfortable and valued.
- **Open Communication:** We encourage parents and carers to inform us of any difficulties or additional needs they perceive their child may have. We are committed to listening attentively and taking appropriate action.
- **Confidence in Our Actions:** We aim to instil confidence in parents and carers that we will listen to their concerns and act in the best interest of the child.
- **Strength-Based Approach:** We focus on recognizing and celebrating the strengths of each child, in addition to addressing areas of additional need.
- **Collaborative Goal Setting:** We encourage parents and carers to discuss ways in which they and the school can collectively support their child. We set clear targets for all pupils and involve parents in setting and monitoring progress against these targets, especially for pupils with special educational needs.
- **Information and Support:** We keep parents and carers informed and provide support during assessments and decision-making processes. We ensure that parents are aware of the services available through the Local Authority.

- **Accessibility:** We provide all information in an accessible manner, including translated information for parents with English as an Additional Language, to ensure that everyone can engage effectively with the school.

Involvement of Pupils

We recognize that all pupils have the right to be involved in making decisions and exercising choice. To achieve this, we:

- Encourage pupils to express their views about their education and learning.
- Support pupils in identifying their own needs and learning about learning.
- Include pupils in the process of setting individual targets across the curriculum.
- Promote self-review of progress and setting new targets.
- For some pupils with special educational needs, involve them in monitoring their success at achieving the targets outlined in their Learning Plans

Effective Transition

We are committed to ensuring a smooth transition for pupils to their next phase of education. This includes:

- Early and timely planning for transfer to the next educational phase.
- Transition meetings offered to all pupils in receipt of Additional SEN support and those with statements of Special Educational Needs in the year before they leave.
- Discussions about next phase destinations and transition arrangements for pupils with Education Health and Care Plans during plan review meetings.
- Providing support for pupils to come to terms with moving on, which may include familiarization visits and counselling if needed.
- Involvement of pupils in "class transition days" and offering additional transition visits.

Encouragement for parents and pupils to explore all options for the next phase of education, with the involvement of outside agencies as needed.

Providing parents with a reliable named contact at the next phase provider, with whom the SENCO will liaise to ensure a seamless transition.

Arrangements for Handling Complaints from Parents of Pupils with SEN

Complaints regarding the provision for children with SEN at St. Joan of Arc RC Primary School will be addressed in a systematic manner. The following procedure outlines how complaints will be handled:

- **Class Teacher:** In the first instance, any complaints related to SEN provision should be discussed with the class teacher. Parents are encouraged to initiate communication with the class teacher to address their concerns.
- **SENCO:** If concerns persist or are not adequately resolved, parents should arrange to meet with the Special Educational Needs Coordinator (SENCO). The SENCO will work with parents to understand their concerns and explore possible solutions.
- **Deputy Head or Headteacher:** If the issue remains unresolved after consulting with the SENCO, parents should make an appointment to speak with the Deputy Head or Headteacher. The school's leadership team will work collaboratively with parents to find a resolution.

- **Involvement of the SEN Governor:** If necessary, the governor with specific responsibility for SEN may be involved to assist in addressing the complaint effectively.
- **Governors' Complaints Procedure:** In the event that a complaint remains unresolved after following the steps above, it will be escalated through the general Governors' complaints procedure. This procedure is detailed in a separate Complaints Policy.
- **Local Authority Support:** The Local Authority is available to offer advice on procedures if, despite all efforts between the school and parents, a satisfactory resolution cannot be reached.

Contact Details of Support Services for Parents of Pupils with SEN

We provide parents of pupils with SEN with contact information for support services to ensure they have access to the assistance they may require. The following support services are available:

Family Information Service

Phone: 020 7527 5959

Email: fis@islington.gov.uk

Website: www.islington.gov.uk/fis

Description: Offers free impartial information, advice, and guidance about services for children, young people, and families.

Policy Evaluation Criteria

To assess the effectiveness of our provision for pupils with SEN, the Governing Body evaluates the School Improvement Plan. This evaluation considers the following criteria:

- Adherence to the SEN code of practice in whole school procedures.
- Achievement of pupils with SEN in reaching their full potential.
- Effective allocation of resources and staffing.
- Ongoing opportunities for staff training.
- Continued and improved communication with parents and carers.
- Relationship to Other Policies

This SEN policy should be read in conjunction with other relevant policies, including those related to teaching and learning, the school curriculum, and the Single Equalities Policy. Additionally, the School Information Report is integral to this policy.

**This Policy is reviewed triennially
or earlier if necessary by:**

The Governing Body

It was last reviewed in

September 2023

It will next be reviewed in

September 2026



St Joan of Arc School
Growing together