

St. Edwards RC Primary School

Special Educational Needs Policy

**I have come that you may have life
and have it to the full [John 10.10]**

1. Principles and objectives

St Edwards is a Roman Catholic Primary school which serves the Parishes of St Edward's Lees and Sacred Heart & St William Uppermill.

Our Catholic community, inspired by the teaching of Jesus Christ, has always tried to meet the needs of every child within our schools. For those children with Special Educational Needs (SEN), the Church feels a special responsibility and will always try to respond to them in the most appropriate way and include them fully in all our activities.

We believe that our Special Educational Needs Policy, with its cross-curricular implications, must reflect the gospel values which underpin our existence as a school as it does with the most vulnerable members of our school community.

Aims

- To teach all children, irrespective of their SEN or disability, according to the guidelines set by the Diocese and to give support to each child on their faith journey through the Sacramental Programme.
- To ensure that all children have access to a broad and balanced curriculum rooted in the Early Learning Goals for younger pupils and the National Curriculum for those in Key Stages 1&2.
- **To ensure that children with SEN are identified and provided for according to the SEN Code of Practice.**
- To provide a differentiated curriculum appropriate to each individual's needs and abilities.
- To ensure the identification of all children requiring SEN provision, as early as possible in their school careers.
- To ensure that children with SEN are treated sensitively and are included in all school activities.
- To ensure that the parents of pupils with SEN are kept fully informed of their child's progress and attainment and are jointly involved in planning for their child's education.

- To ensure that children with SEN are involved, where practicable, in decisions affecting their education.
- To ensure that all the facilities of the school and the curriculum are fully accessible to all pupils, irrespective of their disability, in line with the Disability Discrimination Act.
- To ensure that all policies and practice is in line with the SEND reform of 2014
- To ensure that all practice is inclusive according to an “Achievement for All” philosophy and that all pupils, irrespective of their needs or disability, will make measurable progress every year and have this progress evaluated and monitored with the aim of “Narrowing the Gap for SEN”

Objectives

The policy is designed to ensure:-

- All children are fully integrated into the life of the school and are given the opportunity to play their full part in religious education, assemblies and celebrations of our faith including class and school Masses.
- That the class-teacher retains ultimate responsibility for the teaching of pupils with SEN, including the development of outcomes and the monitoring and recording of progress.
- That the class-teacher is supported in this role, as appropriate by the Teaching Assistant(TA) and by advice and guidance from the SEN Co-coordinator (SENCo)
- All teaching & learning experiences and curriculum content are differentiated to include all pupils, irrespective of their SEN or disability.
- Where necessary, additional materials, resources or approaches to teaching are provided to support children with SEN.
- The class-teacher, parents, TA (and others where necessary) will work collaboratively as a Team around the Child.
- Teaching strategies and approaches for pupils with SEN (including differentiation) are included in teachers’ weekly plans.
- Pupils with SEN are recorded centrally and their records are available for the SENCo to monitor their reviews and progress.
- All significant documentation concerning children with SEN is shared with all relevant staff as required.
- SEN provision will be audited and matched to those pupils with SEN (provision mapping).
- Outside agencies are involved as appropriate and this is co-ordinated by the SENCo.
- When pupils with SEN transfer to a secondary school, this will be facilitated by a transition plan and the sharing of all the relevant information.

- In addition to the opportunities available to all our parents, those parents of pupils with SEN will be additionally involved in specific person centred planning meetings.
- Parents will be involved as partners in planning and supporting their children.

Terminology

A child has **special educational needs** if he/she has:

- learning difficulties that call for special educational provision to be made for them

N.B. Children are not considered to have SEN solely because their home language is different from that in which they are taught.

A child has **learning difficulties** if he/she has:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age

Special Educational Provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

A pupil is considered to be **disabled** when:

- They have a physical or mental impairment, which has substantive and long-term effects on his/her ability to carry out normal day to day activities.

Schools have a **duty to make reasonable adjustments** for disabled pupils by:

- Taking reasonable steps to ensure that any disabled pupils are not placed at a substantive disadvantage.
- Not discriminating against any specific disabled pupil by failing to take these reasonable steps, without justification.

Schools have a **responsibility to improve access for disabled pupils** by:

- increasing access to the curriculum for disabled pupils
- making improvements to the physical environment of the school to increase access to education.
- making written information accessible in a range of different ways for disabled pupils (and disabled parents)

St Edwards' **policy on inclusion** recognises that:

- It is the entitlement of all children from our community to a balanced, broadly based curriculum and an appropriate Catholic education and that those pupils with SEN will have the necessary support in order to access that experience.

2. Roles and responsibilities for SEN

The Special Educational Needs Coordinator (SENCo) – Miss Aylett is responsible for:

- The day to day operation of the school's SEN policy
- Auditing and co-ordination of the provision for children with SEN
- Maintaining the school's SEN register.
- Ensuring that appropriate records are kept centrally for pupils with SEN
- Ensuring that staff are differentiating appropriately so that the SEN pupils make good progress and secure good outcomes which conform to the school's standards.
- Co-ordinating the reviews of pupils with SEN and those with EHC Plans and participating, as required, in other planning meetings.
- Keeping staff up to date on developments in SEN (locally and nationally) and facilitating staff development as required.
- Collating and presenting evidence as required for the Local Authority (LA)'s Additional Funding and Statutory Assessment processes.
- Liaising between school staff, parents and outside agencies.
- Providing individual staff support and guidance as required for individual pupils with SEN.

The **Governing Body** will:

- Approve and monitor the SEN Policy as agreed by the Senior Management Team.
- Approve and monitor an appropriate budget for SEN provision in the school.
- Assure itself that provision for SEN in the school is of a high standard.
- Ensure that all pupils with SEN are fully involved in all school activities.
- Report to parents on the school's SEN policy and the effective use of resources.
- Nominate a governor with specific responsibility for SEN

The **SEN Governor**- Mrs. Maureen Patterson will:

- Familiarize herself with SEN matters nationally and locally.
- Become familiar with school practices on the implementation of the SEN policy.
- Liaise with the Governing Body and keep them informed about the implementation of the SEN policy.

The **Headteacher** Mr. Peter Moore and his **Senior Management Team** will:

- Ensure that the provision for SEN is managed appropriately on a day to day basis.
- Develop the SEN policy for approval by the Governing Body.
- Ensure that resources for SEN are adequate to provide for the range of SEN provision within the school and that these resources are managed appropriately.
- Support the SENCo in her management role and to personally intervene as appropriate with complex issues.
- Keep the Governing Body informed about SEN provision and issues within the school.
- Ensure that the policy for SEN is compatible and consistent with other policies in the school.

The individual **Class Teachers** in St Edwards will:

- Differentiate the curriculum and make it accessible to all pupils including those with SEN.
- Utilise a Plan-Do-Review approach to pupils with SEN within their classes i.e.
 - identify those pupils with SEN as early as possible
 - assess their needs fully
 - plan an effective intervention programme
 - evaluate its effectiveness
- Work with parents as partners after ensuring that parental consent forms are completed.
- To secure outcomes as required, advised as necessary by the SENCo.
- To implement planned interventions and utilize advice from outside agencies where appropriate.
- To keep the child with SEN's personal file up to date and to ensure that pupils with SEN have their records logged centrally.
- To keep the SENCo informed of progression with Pupils with SEN in order to update the school's record of SEN.
- To manage the work of the Teaching Assistant on a daily basis.
- To provide the SENCo with up to date information for reviews, planning meetings etc and ensure that she is available to attend crucial meetings.

The **Teaching Assistants** in St Edwards will:

- Work directly with pupils with SEN who have been identified by the SENCo and the Senior Management team, under the direction of the Class Teacher and with advice from the SENCo.
- Address issues identified in the child' PCP profile or statement/EHC Plan of SEN.
- Provide verbal or written advice to contribute to reviews of such pupils.

3. Arrangements for co-ordinating SEN provision

SEN is identified as a priority area in the School Development Plan i.e.

“To ensure that planning for children with SEN is part of the process of planning for the whole school, and the whole class, and is embedded in the usual planning formats”

Graduated responses to SEN

A graduated response to SEN is practised at St Edwards which begins from the time a child first comes into the school. At this time each child's attainments will be assessed and this information will help to inform the school of a child's aptitudes, abilities and attainments and will be used to guide the teaching and learning process.

This process may be informed by Pre-school SEN specialists but may also begin in the nursery using Early Learning Goals and Baseline Assessments. Pupils entering the school later or those whose SEN emerge over time will be identified by Key Stage One & Two assessments and teacher assessment.

This assessment provides an:

- assessment of the pupil's learning difficulties
- an indication of the support the child needs

- an outline of the differentiation required to include the child

This information about the child's needs will be included in the child's personal record and communicated to their future teachers.

Wave 1 approach

The Wave 1 approach is available to any and all pupils and consists of **Quality First Teaching with differentiation**.

Differentiation is available to groups of pupils and can consist of:

- presenting the work in adapted ways to enable all children to understand the task or instructions
- adapting the content of the lesson or task to enable all pupils to be included
- expecting a different way of responding or outcomes for some pupils
- giving the opportunity for different teaching and learning experiences so that the different learning styles of pupils can be accommodated (i.e. auditory/verbal or visual or kinesthetic)

Wave 2 approach

For those children who fail to respond to differentiation then a range of Wave 2 responses are available which include:

- use of specific "closing the gap" materials for numeracy and literacy
- additional classroom support from Teaching Assistants and our Family and Pastoral lead, Mrs Sally Maders
- additional support classes are provided for identified pupils at Key stage 2 by teachers and teaching assistants across school.

N.B. At key times of the year, groups of pupils are identified whose progress is still giving concern and **Booster Classes** are provided with an intensive programme of acceleration exercises. This can take the form of 1-1 tuition or small group tuition e.g. for Key Stage 2 pupils prior to SATS.

Wave 3 approach

A smaller group of pupils will continue to give teachers concerns about their progress and Wave 3 approaches will be available to accelerate their development. Such approaches can include:

- more specific programmes delivered by the Teaching Assistants under the guidance of the class teacher
- intensive remedial teaching using a variety of programmes
- individual or small group teaching

SEN Provision

The provision for children with SEN is integrated with the above process and many pupils will be already receiving SEN support in addition to that at Wave 2 & 3. Others will be identified as having SEN by their failure to respond adequately to the above system.

Cause for Concern

For those children who do not respond to a differentiated curriculum, or have an identified disability or learning difficulty which affects their access to learning, then they may be considered to have Special Educational Needs. Such difficulties can include:

- making little or no progress
- demonstrating difficulty in acquiring literacy or numeracy skills
- have sensory or physical difficulties which affect their learning
- communication and/or social interaction difficulties

The Class Teacher will consult the SENCo about his/her concerns and a structured conversation with agreed targets and outcomes will be put in place. Parents are informed of the initial concerns by the class teacher. Progress of the child will be monitored by the class teacher.

Those children who make some progress will **continue to be monitored by the class teacher**, unless their progress is such that they can be removed as a cause for concern.

A minority of pupils who fail to make progress, will be discussed with the SENCo and considered for transfer onto **the special educational needs register**.

SEN Support

A person centred planning (PCP) meeting will take place with staff, SENCo, parents and the child, where appropriate. An action plan will be agreed with targets and outcomes and the responsibility for delivering and monitoring this will remain with the class teacher. The PCP file will consist of

- A one page profile
- Long term, Medium term and short term outcomes
- Next steps/targets
- provision map

The SENCo, Staff, Parents and where appropriate the child will attend a termly review concentrating on...

- What has been tried
- What has been learnt
- What we are pleased about
- What are our concerns
- Next steps/targets

The targets need to be different from or additional to the normal differentiated curriculum.

High Priority SEN Support

A child who becomes a high priority is usually a child, who, despite receiving differentiated teaching and a sustained level of support,

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than those expected for a child of similar age
- continues to experience difficulty in developing literacy and numeracy skills
- has sensory or physical needs requiring additional specialist equipment or advice from specialists
- has communication or interaction problems that impede the development of social relationships, and present barriers to learning

External support agencies will require access to pupil records in order to understand the strategies which have been employed so far, the targets set and objectives achieved.

The specialist may be asked to provide further assessment and advice and possibly to work with the pupil directly. Parental consent will be sought for any such additional information required.

The resultant IEP will incorporate the above advice and interventions, but will remain under the management of the Class Teacher for its implementation.

An Integrated Assessment Profile needs to be developed in collaboration with the SENCo, Staff, Parents and child, if appropriate.

Funding for Additional Educational Needs

It is possible to apply to the Local Authority for additional funding for specific time-limited needs.

Requests for an Education Health and Care Plan Assessment

The school will request a Statutory Assessment from the LA when, despite an individualized programme of sustained intervention the child remains a significant cause for concern. A Statutory Assessment may also be requested by parents or an outside agency. At this stage the school will need to make the following information available:

- The actions carried out by the school at SEN
- The pupil's Person Centred Profile/Integrated Assessment Plan
- Records and outcomes of reviews undertaken
- Information on the pupil's health and relevant medical records
- Steps of Progress
- Literacy/numeracy attainments

- Other relevant reports from specialists
- The views of the parents
- The views of the child where practicable
- Welfare reports for Educational Welfare Service or Social Services (if appropriate)
- Details of any other professional involvement.
- Evidence in the form of a Provision Map that the school has provided additional support of 15 hours or more.

An Education, Health and Care Plan of SEN can be provided where, after a Statutory Assessment, the LA considers requires a level of provision beyond that which the school can offer. However the school recognizes that a request for a Statutory Assessment does not invariably lead to a Statement.

An Education Health and Care Plan

An EHC will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the Statement
- Include short-term outcomes
- Established through parental consultation
- Implemented in the classroom
- Delivered by the Class Teacher with additional support as described in the EHC

Review of the EHC Plan

EHC Plans will be reviewed annually at the direction of the LA but are set up and managed by the SENCo who will invite the following as required:

- The child's parents or carers
- The child (where appropriate)
- The relevant Class Teacher
- The SENCo
- Learning Mentor/ Family and pastoral lead
- Teaching Assistant
- A representative of the LA
- Any relevant specialist
- Any other relevant person who can contribute

The **Aims of the review** will be to:

- Assess the pupil's progress in relation to the targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the likely provision needs **at secondary level** and the SENCo for the secondary school will be invited to the Year 6 review.

All Year 6 pupils have a **Transition Plan** but those pupils with SEN and statements will have their Transition specifically designed in collaboration with the secondary school to ensure that all the child's needs are being met and that all the necessary information is being conveyed into the new setting.

4. Admission arrangements for SEN pupils

St Edwards admits any Roman Catholic pupils in the priority order listed in its Admission Policy and does not specifically exclude for admission any child because of their SEN.

- It specifically will admit any Catholic pupil in public care in its nominated parishes
- The Governing Body reserves the right to admit children with proven and exceptional medical and social needs where admission to the school might best help satisfy those exceptional needs, providing that such application is submitted with appropriate evidence from a doctor or social worker.

5. Additional facilities for pupils with SEN

The following equipment is available for use with pupils with SEN:

- Laptops ,computers & specific ICT software
- Wave 2 & 3 support programmes
- Specific remedial programmes
- The majority of the school is on one level, with a lift to access the ICT Suite and there is a disabled toilet
- The school has disabled access
- There is a disabled changing area/bathroom

6. Allocation of resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it. In doing so it meets the objectives set out in the policy.

The basic SEN element of funding is included in the whole school budget. Only the High needs top up funding (EHC Plan) is shown separately. For 2017-2018 this amount is £58000.

As a traded service the Educational Psychology Service has a specific but limited allocation of time to the school. It may be necessary in exceptional circumstances for the governors to agree to additional funding.

7. Identification, assessment and review

At St Edwards we have adopted a whole-school approach to SEN policy and practice. Teaching SEN pupils is a responsibility for everyone in the school. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Pupils identified as having SEN are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of the school.

As indicated in the SEN Code of Practice, all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those children requiring different or additional support are identified at an early stage.

Early Identification of pupils with SEN is seen as a priority. Information from early years settings or pre-school assessments will be used to devise appropriate IEPs and to place the child at the appropriate level of support on the SEN register.

The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- The child's performance in the National Curriculum
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- Standardized screening or assessment tools

Progress will be reviewed by the class teacher

- As part of his/her whole class reviews
- Twice yearly for IEP reviews
- Annually for Statement Reviews (managed by the SENCo)

8. Inclusion

At St Edwards we recognize the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive and the Governing Body will ensure that all the appropriate provision is being made to enable all pupils to access all the learning experiences in school irrespective of their SEN or Disability.

9. Evaluation of the SEN provision

The Governing Body will report annually on the success of the policy and to facilitate this there are specific Aims and Objectives in the introduction to this policy document The outcomes of this review will inform the School Development Plan.

The school will consider the views of teachers, support staff, parents, pupils and external advisors.

Pupil progress will provide specific evidence of the success of the policy through:

- Pupil success in meeting targets
- Use of standardized tests
- Additional evidence from reviews
- Progression through National Curriculum steps
- Parental and pupil feedback

10. School Complaints procedure

Class Teachers will initially deal with parental concerns about SEN and may seek advice from the SENCO or the Headteacher if these cannot be resolved.

Parental complaints about SEN are dealt with in the same way as any complaint and the procedures are laid out in the school's prospectus.

The SEN Code of Practice outlines additional requirements for the LEA to prevent or resolve disagreements and these will be explained to parents if required.

11. SEN/Inclusion INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils.

The Department for Education has developed Advanced Training Materials. These take the form of e-training and provide extensive resources for teachers who want further guidance on teaching methods and interventions for pupils with SEN in their classes. (they cover Autism, Specific Learning Difficulties, Speech Language & Communication, Behaviour, Emotional & Social , and Moderate Learning Difficulties)

As part of her role, the SENCO in school-based inset is to develop awareness of resources and practical teaching procedures for use with SEN pupils

In this capacity she has:

- Provided individual on the job support, guidance and training for teachers and Teaching Assistants
- Kept up to date with local and national developments in SEN and relayed these to her colleagues
- Reviewed the training needs of all the staff
- Provided whole-staff training
- Liaised with QEST advisory teacher to arrange support for identified children

The school's INSET needs will be included in the School Development Plan

12. Parent Partnership

The school is central to the local Catholic community and is very close to all its parents. The school recognises that parents have a unique overview of their child's needs and how best to support them. As such they are considered to be valued partners in assessing their child's SEN and providing support for any additional provision which is put in place to overcome these.

There is an independent Parent Partnership service available throughout the LA for those parents who need to seek independent advice or support.

Links with other schools

There are a variety of links with other schools which have an impact upon the provision for SEN pupils in the school. These include:

- Part of the Catholic network of schools
- The SENCo is part of the primary network of SENCos
- There are specific links with the feeder high school Blessed John Newman College and pupils with SEN have specific Transition Plans developed in collaboration with the high school.
- There have been links with Early Years and Kingfisher School about the needs of a specific pupils.

13. Links with other services

The school recognizes the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils.

Many of these services have become a traded service which both limits their ready availability and allows the school to make alternative decisions about using them. Under very exceptional circumstances the governors may need to consider additional funding.

When considered necessary the following range of service may be called upon for guidance or intervention:

- QEST advisory teachers
- Educational Psychologists
- Clinical Psychologists
- Medical Officers
- Community Paediatrician
- Speech therapists
- Physiotherapists
- Occupational Therapists
- Sensory Impaired Services (Visual or Hearing Impairments)
- Educational Welfare Service
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)

14. **Glossary**

- * IEP Individual Education Plan
- * LA Local Authority
- * QEST Quality & Effectiveness Support Team
- * SAT Standard Assessment Tests
- * SEN Special Educational Needs
- * SENCo Special Educational Needs Co-ordinator
- * SMART Specific Measurable Attainable Realistic Time limited (Targets)
- * TA Teaching Assistant