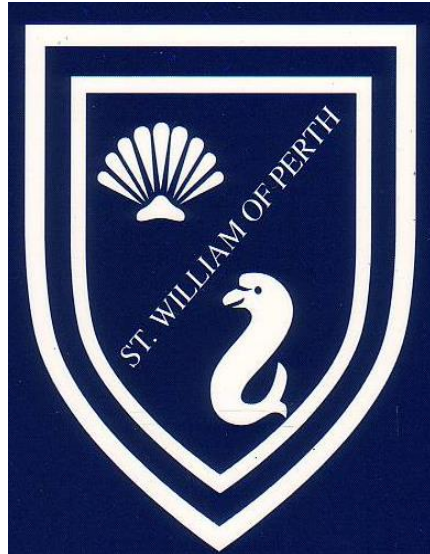


ST WILLIAM OF PERTH CATHOLIC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS and Disability POLICY

Special Educational Needs Policy

MISSION STATEMENT

St William of Perth aims to nourish the growth of all its members as persons illuminated by the light of Christ as our Christian values permeate all aspects of school life.

We aim to provide a quality education where high standards of attainment and behaviour are expected. We encourage all our pupils to develop as life-long learners as they strive to reach their full physical, intellectual and social potential.

This happens within an atmosphere of love, respect and tolerance of others in mutual co-operation within our School, Home and Parish family.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with governors and staff of St William of Perth Catholic Primary School. At St William of Perth Catholic Primary School, the Special Educational Needs Coordinator (SENCO), is Mrs Morrow.

All staff have a responsibility for maximising opportunities and achievements for all 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, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person is identified as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

Children with poor behaviour, looked after children, poor attendees or those with medical needs, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

General Objective

At St William of Perth Catholic Primary School, the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Medway Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs, this is called a SEND agreement. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and by using the Records of Achievement to celebrate them.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

Educational Inclusion

Regardless of a child's educational needs we aim to ensure that they receive a top-quality education. We consider 'Every Child Matters', the Disability Discrimination Act 2005 and Race Equality. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Provide different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- ❖ Teachers respond to children's needs by:
 - Providing support for children who need help with communication, language and literacy;
 - Planning for children's full participation in learning, and in physical and practical activities;
 - Helping children to manage their behaviour and to take part in learning safely and effectively;
 - Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ Social Emotional Mental Health
- ❖ sensory and/or physical

Identification and Assessment

“The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ Special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Special needs register
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children’s progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils’ difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child’s previous rate of progress
- ❖ ensures access to the full curriculum

- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

Identifying pupils with Special Educational Needs

Early identification is very important as the earlier action is taken the more responsive the child is likely to be. In Reception, end of the Foundation Stage, if a child is not making adequate progress, as defined below:

- ❖ closes the attainment gap between the child and the child's peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the pupil's behaviour then interventions will be made through Early Years Action. If the intervention does not enable the child to make satisfactory progress then advice and support will be sought from external agencies – Early Years Action Plus.

SEND Agreements

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about

- ❖ The short-term targets set for the child.
- ❖ The teaching strategies to be used.
- ❖ The provision to be put in place.
- ❖ How the targets will help the child in their learning
- ❖ What they are responsible for
- ❖ How the child can be successful
- ❖ The review date.
- ❖ Mid-point review sheets are stored on the school system and updated
- ❖ regularly by teachers and teaching assistants
- ❖ The child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Educational Health and Care Plans

Statements of special educational needs and Learning Difficulty Assessments (LDA) have been replaced with a **single Education, Health and Care (EHC) plan** for children and young people with complex needs. The EHC plan places much more emphasis on personal goals and will describe the support your child will receive while they are in education or training. Under the new system, which is designed to work better around a family's needs, councils must be able to offer a co-ordinated education health and care plan assessment and issue an EHC plan within 20 weeks where one is needed. Those with an EHC plan also have the legal right to ask for a personal budget, which they will agree with their council.

Support for those without EHC plans

For those with SEN or disabilities who do not need an EHC plan, we are introducing SEN support, which replaces School Action and School Action Plus. Schools and nurseries must work with the child's parents or carers when agreeing what support they will provide and what this support will achieve, drawing in additional resources as needed, setting clear targets for progress, and tracking how it is working.

Class Special Needs Folder

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains SEN agreements and any other relevant information on individual children. This is confidential. If the teacher is away, this information should be offered to the supply teacher.

Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- ❖ Mark books
- ❖ Individual records of support work kept by the support teacher
- ❖ Records of children who are working on specific programmes
- ❖ Reading interview sheets
- ❖ Examples of work – see records of achievement and assessment folders

The Special Educational Needs Co-ordinator's responsibilities include:

- ❖ Overseeing the day-to-day operation of the school's SEN policy.
- ❖ Co-ordinating provision for children with SEN.
- ❖ Liaising with and advising fellow teachers.
- ❖ Overseeing the records of all children with SEN.
- ❖ Liaising with parents of children with SEN.
- ❖ Contributing to the in-service training of staff.
- ❖ Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- ❖ Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- ❖ Co-ordinating and developing school based strategies for the identification and
- ❖ review of children with SEN.
- ❖ Making regular visits to classrooms to monitor the progress of children on the register.

In-School Reviews (ISRs)

An in-school review will occur three times a year. It is an opportunity for members of outside agencies, the head teacher, the SENCO and the class teacher, to discuss the difficulties of highlighted children in order to assess strategies already tried (which perhaps have not worked) and to suggest different strategies to try in the future. Children can be moved from one level of support to another after being discussed at an ISR, although not all children discussed will move levels. Children can also move within the register at other times when deemed necessary. We will endeavour to discuss all children on the SEN register at least once a year. Due to the tight time schedule parents will not be invited to the in-school reviews but, should the need arise, multi-agency meetings can be arranged, (CAF process) to include the parents. However, parents will be informed if their child is to be discussed at the ISR and will be advised of any decisions made at the ISR.

Partnership with Parents

The school works closely with parents in the support of children with special educational needs. An active partnership is encouraged. Children's progress is best promoted when their parents are active partners in the education process. Parents have unique knowledge and information to convey.

Parents will be encouraged to:

- ❖ Be involved in the identification and assessment of their child's special educational needs;
- ❖ Contribute to the development and implementation of strategies to address their child's special educational needs at all stages;
- ❖ Attend meetings to review their child's education plan.

Parents are consulted or informed at each Stage in their child's learning by the class teacher and SENCO.

Formal parents' meetings take place in October and March. Written reports are sent home in July, with the option of a further meeting. If there are concerns, the class teacher, SENCO or Head teacher, will meet with parents as required. If a parent wishes to make a formal complaint regarding SEN provision, they will be referred to the Head teacher who will deal with the complaint in line with school policy.

Child Involvement

We encourage children to take responsibility for their own progress. Children will be involved, at an appropriate level, in:

- Identifying their difficulties
- Setting targets
- Implementing their education plan
- Monitoring and reviewing progress.

Staff Development

Staff development in relation to SEND will be provided to:

- ❖ Ensure coherency and consistency in practice;
- ❖ Update, inform and improve confidence in relation to this policy;
- ❖ Induct new staff and staff whose roles have changed;
- ❖ Provide continuous professional development for staff involved in all levels of support.

Relevant information from SEN courses will be disseminated at staff development meetings.

School based in-service training will be provided in identified areas of the SEN action plan.

A system is in place for recording relevant SEN training undertaken by staff and these records are updated regularly.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The SEND nominated Governor meets regularly with the SENCO to discuss SEND issues.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SEN Agreements (Individual Education Plans) for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience

success. All children on the special needs register have an Individual education plan with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The Head Teacher informs the governing body of how the funding allocated to support special educational needs have been employed.

September 2023