



SEND Policy

Holy Family Catholic Primary School
&
Our Lady and St Joseph Primary School

Our schools have a strong Catholic ethos which underpins everything we do. Knowing we are guided by God, we aspire to live our mission of truth, honesty, justice, and peace for all. Catholic Social Teaching permeates through our curriculum, interactions, and relationships.

This is all manifested through God, Love and Family

Our vision is to empower children to become architects of a better world.

We therefore continuously seek to evolve our holistic understanding and application of learning.

We hold a shared belief that this requires knowledge, effort, empathy, passion, and innovation.

This is our mission.

Our loving and caring ethos is revealed through our everyday life in school, in our learning and our sharing, where each child is valued in collaboration with parents and the wider community.

SEN CODE OF PRACTICE (National Context)

The revised Code of Practice, published in January 2015, provides a framework for developing strong partnerships between parents, schools, Local Authorities (LAs) and health and social care. It promotes a consistent approach to meeting children's Special Educational Needs (SEN) and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision making process whenever possible. The focus is on ensuring that the SEN are identified as quickly as possible.

The Code is informed by general principles and should be read with them clearly in mind:

- A child with special needs should have his or her needs met;
- The special needs of children will normally be met in mainstream schools;
- The views of children should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS) and the National Curriculum (NC).

The Governing Body has important statutory duties towards pupils with SEN. The main ones are as follows:

- To decide the school's SEN policy and approach, setting up appropriate staffing and funding arrangements and oversee the school's work;
- To do its best to ensure that the necessary provision is made for any pupil who has a special need;
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN;
- To ensure that a pupil with SEN joins in the activities of the school, together with pupils who do not have SEN, as far as is reasonably practical and compatible with the child receiving the SEN provision, their learning needs call for the most effective education of the pupils with whom they are educated and the efficient use of resources;
- To report to parents on the implementation of the school's policy for pupils with SEN and notify them when SEN provision is being made for their child (through Learning Passports);
- To have regard to the Code of Practice when carrying out duties towards all pupils with SEN;
- To appoint a designated teacher, (Director of Vulnerable Children), who is responsible for the day-to-day operation of the school's SEN policy. He or she will co-ordinate provision for pupils with SEN and liaise with parents, staff and external agencies.

DEFINITION OF INCLUSION

Inclusion is fundamentally an issue of Equality of Opportunity for all. The aim is to ensure that all children and young people fulfil their potential as citizens within their local community. Inclusion is the process of enabling all children and young people to be present, participating and achieving. To achieve this we need to develop flexible systems of learning and teaching in suitably resourced settings that remove barriers to full participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced.

A DEFINITION OF SEN

A child or young person has 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 he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We believe all pupils with SEN must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

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.

AIMS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Our aims for pupils with special educational needs are:-

1. To identify their needs as soon as possible.
2. To match their needs with the criteria set by the LA.
3. To make arrangements for their needs to be met so that they have the greatest possible access to the National Curriculum.
4. To record and review their progress regularly.
5. To take into account pupils' opinions at informal interviews.
6. To involve the parents from the onset and in regular meetings for target setting and reviews.
7. To make full use of the outside agencies which are available and become involved with the school.

OBJECTIVES

1. To ensure that all staff are aware of the principles of the Code of Practice and the recommendations for good practice contained in the code.
2. To give guidance to all staff concerning special needs identification, criteria, planning consultation and record keeping.
3. To implement the Special Educational Needs Code of Practice ensuring that the special educational needs of all pupils are identified, assessed and provision made to meet such needs.
4. To ensure effective assessment and provision through partnership with parents and pupils; the LA; support services and outside agencies at each stage of the process.
5. To ensure access to the National Curriculum and a broad and balanced education, which meets the special educational needs of all identified pupils.
6. To implement the LA policy and follow associated procedures.

ADMISSION ARRANGEMENTS

Admission arrangements for all pupils to our school are established through Admissions Service at the Local Authority.

Children who have been identified as having SEN have a carefully managed transition and discussion with relevant parties should be open and honest.

All areas of the school have been assessed for accessibility in order to comply with the Disability Discrimination Act 1995: Part 4. (New duties from Sept 2002.)

ARRANGEMENTS FOR CO-ORDINATING SEN

All teaching staff have a responsibility for identifying and responding to pupils with special educational needs.

It is the responsibility of the Special Educational Needs Co-ordinator to:

- Oversee the day-to-day operation of the school's SEN policy.
- Coordinate provision for children with special educational needs and monitor the progress of children with SEN.
- Liaise with and advise fellow teachers.
- Manage learning support assistants.
- Oversee the records of all children with special educational needs.
- Liaise with parents of children with special educational needs.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA's support and educational psychology services, health and social care, and voluntary bodies.

IDENTIFICATION PROCEDURES AND PRACTICES

Children who end their academic year working below the expected standard for their own year group are identified as having SEN. In addition any child who requires additional support in order to access the curriculum may be highlighted as having SEN.

Teaching pupils with SEN is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation.

The majority of pupils will learn and progress within these arrangements. Teachers should deliver the NC programme of study in ways that meet the particular learning requirements of pupils.

PRE-SEN TEACHER CONCERNS

Progress of all pupils is monitored closely by class teachers and the Senior Management Team (SMT). Where progress has not been evident teachers may consult the SENCo regarding further support for individual pupils. Success of this support will be recorded through pupil conferencing, work samples and observations.

Using this evidence it may be decided that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SENCO may be consulted. A review of the strategies used will take place which could lead to the conclusion that the pupil requires help over and above that which is normally available in class. Consideration is then given to recording the child as having SEN until such a time as progress is accelerated.

At this point the school has a duty to inform the child's parents that special educational provision is being sought for their child.

INTERVENTION THROUGH SCHOOL ACTION

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions or support strategies that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for considering interventions or additional support strategies could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills resulting in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties despite techniques usually employed in school;
- has sensory or physical problems and makes little progress despite specialist equipment;

- has communication/interaction difficulties and makes little progress despite the provision of a differentiated curriculum.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses, planning future support for the child in discussion with colleagues and monitoring and subsequently reviewing the action taken.

The child's class teacher should remain responsible for planning for and teaching the child on a daily basis.

Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. One of the ways in which this happens is through sharing personalised targets set out in Steps 2 Success documents.

NATURE OF INTERVENTION

The SENCO and the child's class teacher should decide on the action needed to help the child to progress in the light of their earlier assessment.

This could take the form of:

- deployment of extra staff to enable one to one tuition (this will depend on financial resources and staff availability);
- provision of different learning materials or special equipment;
- introduction of some group or individual support;
- SENCO time spent on devising the nature of the planned intervention and to monitoring its effectiveness ;
- staff development and training to introduce more effective strategies;
- one-off or occasional advice from the LA support services.

INDIVIDUAL EDUCATION PLANS AND STEPS 2 SUCCESS

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP).

At Our School we use a Steps 2 Success format (Appendix 1).

Steps 2 Success should include information about:

- the short-term targets set for or by the child;
- the teaching strategies to be put in place;
- the provision to be put in place;
- when the plan is to be reviewed;
- success and /or exit criteria;
- outcomes (to be recorded when IEP is reviewed).

Steps 2 Success should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. Targets should be reviewed half termly as a minimum requirement. Parents' views on the child's progress should be sought and they should be consulted as part of the review process. Steps 2 Success should be discussed as part of a routine parents evening.

ACCESSING ADVICE & SUPPORT FROM EXTERNAL SPECIALIST AGENCIES

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's targets and progress.

External support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practical, so that they can advise teachers on targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurements of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for requesting external support could be that, despite receiving an individualised programme and/or concentrated support through school based resources, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at a standard substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Although developed with the help of outside specialists, the strategies specified in Steps 2 Success should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Steps 2 Success document continues to be the responsibility of the class teacher.

SCHOOL REQUEST FOR AN EDUCATION HEALTH AND CARE PLAN (EHCP) ASSESSMENT

Where a request for an EHCP assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.

The school should be able to provide written evidence of or information about:

- the school's action through school based and external support;
- individual education plans/Steps 2 Success for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history where relevant;
- information regarding attainment across the curriculum;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement with social care or the education welfare service.

If the LA's support services and, in particular, the LA's educational psychologists have already been involved in assessing the child and reviewing provision, the LA should be able to decide relatively quickly whether a statutory assessment is necessary.

WORKING WITH CHILDREN WITH EDUCATION HEALTH AND CARE PLANS (EHCP)

All children with an EHCP should have both long and short-term targets set. In the majority of cases the strategies to meet these targets will be set out in the EHCP and supported by specific targets set out in the Steps 2 Success document.

ACCESS TO THE NATIONAL CURRICULUM AND INTEGRATION INTO THE SCHOOL

All pupils with SEN are based in mixed ability classes and take part in normal classroom activities. Class teachers provide a variety of differentiated tasks to match the abilities of all pupils including those with SEN. Where appropriate there is provision of different learning materials and additional support is given to these pupils by TAs.

Children may also receive further support on a 1:1 basis or in small groups. This support should focus on specific personalised targets.

Children with an EHCP who are supported by a TA will sometimes work in the classroom and at other times will be withdrawn to work with their TA if this is the most appropriate way of meeting their needs. Each child is with their TA for the time allocated to them by the LA but whether this time is used for support in the classroom or for withdrawal is at the discretion of the class teacher in conjunction with the TA and the SENCO and is always in the best interests of the child, ensuring that the child has the best possible access to the National Curriculum.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

Parents will be involved at all stages of the process. The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENCO. Parents will be involved in review meetings. Reviews will be discussed as part of Parents' Evening.

The SENCO is always available to see any concerned parent. An appointment should be made for a mutually convenient time.

If a parent is not satisfied then there is a designated complaints procedure.

They are invited to take the following steps:-

- a) Arrange to discuss the complaint informally with the class teacher, SENCO or Headteacher;
- b) Ask the SENCO to arrange for them to meet the Educational Psychologist;
- c) Make an appointment to discuss the matter formally with the Headteacher;
- d) Put their case to the Governing Body by writing the Chairperson of the Governing Body;
- e) Contact, by letter or telephone the Principle Officer for Special Needs at the LA.
- f) Write to The Secretary of State for Education;
- g) If they disagree with an EHCP issued for their child, then they have the right of appeal to the SEN tribunal. Further details of which can be obtained from the Education Offices or school.

Records of meetings with parents are kept in the child's special needs file and any comments that are made at parents evenings are added to Steps 2 Success and are included on the child's review.

LINKS WITH OTHER SCHOOLS AND TRANSITION ARRANGEMENTS

The SENCO is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for children with special educational needs. Towards the end of the Summer term, before the child moves to secondary school, the SENCO meets with the SENCO of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school.

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

Special arrangements can be made when children with specific needs transfer between year groups/key stages.

When new pupils transfer to Our School handover is completed with the feeder school to ensure a clear understanding of any additional needs we may need to provide for.

VULNERABLE GROUPS

At Our School we also monitor closely, the progress of those groups that we see as vulnerable.

These are our Looked After Children, our EAL and EMAG children and our Able and Gifted children.