

St Teresa's Catholic Primary School



POLICY

FOR

SPECIAL EDUCATIONAL NEEDS

Adopted July 2016
Review Date July 2018

INTRODUCTION

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “ A statement is not enough”

Equality Act 2010

Children and Families Act 2014

At St Teresa's, we believe in inclusion. We are committed to the integration of children with Special Needs. Children come to our school with a variety of needs. We believe that each child has a right to have those needs recognised and met. We aim to access the curriculum for all our pupils.

As a Catholic school, we aim to develop the ethos of care, empathy and understanding. This is essential for children with Special Needs, who may have low self-esteem.

We promote and model our core values and aim to help the children develop their understanding of them, encouraging them to display these values in their behaviour.

At St Teresa's, we teach and encourage the children to work and play in a safe, responsible and kind manner.

This SEN policy details how we, at St Teresa's, will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to support them.

THE OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS POLICY

St Teresa's objectives in making provision for pupils with special educational needs are:

- To enable access to the whole curriculum as effectively as possible, taking into account individual difficulties and stages of development.
- To provide a caring environment within which pupils can learn and develop to their full potential.
- To enhance self-image and develop confidence.
- To ensure pupils feel valued and reassured.
- To maintain high expectations by staff for all pupils.
- To provide support as entitlement for pupils who need it.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions of (1) or (2) 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.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.



St Teresa's Catholic Primary School

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR - (SENDCo)

Mrs Annabel Hollingsworth is the Special Educational Needs Co-ordinator, (SENDCo).

Mrs Louise Cullen is the Student and Family Support Co-ordinator (SAFSS).

Their responsibilities are as follows:

- Liaising with and supporting colleagues
- Liaising with Margaret O'Connell, Assessment Key Leader, regarding pupil progress
- Leading SEND achievement team meetings
- Co-ordinating the provision for children with SEND
- Overseeing the records of pupils with SEND
- Liaising with parents of children with SEND
- Dealing with SEND administration
- Liaising and co-ordinating with external agencies
- Contributing to the in-service training of Staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

IDENTIFICATION AND ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their support. The class teacher also carefully considers information provided by parent or additional agencies.

The class teacher will assess and monitor the child's progress in line with existing school practice and differentiate accordingly. The assessment of children reflects as far as possible their participation in the whole curriculum.

There are four areas of need as stated in the SEND Code of Practice 2014.

Whilst these areas broadly identify the primary need of a pupil we also consider the needs of a whole child, which may also impact on a pupil's progress.

Communication and Interaction (C and I)

Cognition (Cog)

Social Emotional and Mental Health difficulties (SEMH)

Sensory and /or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

Disability (*See Accessibility Policy*)

Attendance and Punctuality

English as an additional language (EAL)

Being in receipt of the Pupil Premium (PP)

Being a Looked After Child (CLA)

Being a child of a service woman or man.

The SENDCo works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs including:

- Analysis of data
- Following up of teacher concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. The list is reviewed each term when a detailed analysis takes place during a staff meeting. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

CURRICULUM ACCESS AND PROVISION

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make use of all available classroom and school resources. The class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

The class teacher will keep the parents informed of their child's progress. The SENDCo will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then complete further assessments of the child's needs.

The strategies used to support the child will be record on a one plan format which is drawn up in consultation with the class teacher, parents, child and SENDCo. This will show the short-term targets set for the child and the strategies to be used. It will also indicate the intended outcomes and the date of the plan to be reviewed. The review will usually take place at the termly learning conferences.

The range of provision that might be included on a one plan includes:

- In class support for small groups with an additional teacher or teaching assistant
- Small group withdrawal with LSA or CT
- Individual class support/individual withdrawal
- Homework/learning support club
- Interventions
- Provision of alternative learning materials/special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment or staff training.

If the review identifies that further support is needed including that from outside services, parents will be consulted prior to any support being accessed. This enhanced level of support is called SEND Support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Action Plan intervention will be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parents consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention with SEND support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will need the following information available:

- Records from past interventions
- Current and past Action plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of the parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

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

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support

Reviews of an EHCP

EHCP's must be reviewed annually. The LA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The relevant LSA

The aim of the review will be to:

Assess the pupil's progress in relation to the objectives on the EHCP

Review the provision made to meet the pupil's need as identified in the EHCP

Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP of SEND.

ROLES OF THE STAFF

Responsibility for the day-to-day special educational needs provision is a matter for all staff.

The Class Teacher has a responsibility towards the children with SEN in their class.

The Class Teacher's responsibilities are:

- Planning and delivering a differentiated curriculum
- Gathering information
- Liaising with parents, Learning Support Assistants, other colleagues and external agencies, where necessary
- Planning, monitoring and evaluating Individual Educational Plan targets
- Evaluating progress.

Learning Support Assistants who are directly involved with a child or group of children will liaise with the Class Teacher and SENDCo in order to plan for, and meet the needs of, the child.

Higher Level Teaching Assistants leading the Nurture Group will liaise with Class Teachers and the SENDCo to plan for and lead four sessions a week for a small group of children in order to aid the development of their social, emotional and behavioural needs.

ADMISSIONS ARRANGEMENTS

The School Governors have an admissions policy and pupils with SEND will be admitted in accordance with this. For more information, please refer to the School Prospectus.

SPECIALISMS AND SPECIAL PROVISIONS

At St Teresa's we encourage all children to take responsibility and to make decisions.

Children are involved at an appropriate level in setting targets throughout the school and are supported by staff and their parents to do this during their Termly Learning Conference.

A Nurture Group is available when needed led by HLTA's/LSA's for a designated number of sessions a week. During this time a specific group of children access a specially designed timetable and curriculum in order to aid the development of their

social, emotional and behavioural skills. For further information, please refer to the Nurture Group Policy.

SPECIAL FACILITIES

We are sympathetic to every child's individual needs and seek to provide the necessary learning environment within the constraints of the budget and the building.

A dedicated room is resourced to create a 'home like' environment within the school in which the Nurture Group work. This space is also utilised by children when working with outside agencies, such as the school counsellor or when sensitive discussions or 1:1 support is required.

A disabled W.C. and ramp access to the school are available for use within the school where required.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEN

The Headteacher manages the budget which, when appropriate, provides resources for SEN.

There is a highly committed team of Learning Support Assistants who work various hours to support the children.

ACCESS TO A BALANCED AND BROAD 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.
- Experience levels of understanding and rates of progress that brings feelings of success and achievement.

Class Teachers use a range of strategies to meet children's special educational needs. Lessons have clear objectives and work is differentiated appropriately. Assessment is used to inform the next stage of learning.

PUPILS WITH SEN ENGAGE IN THE ACTIVITIES OF THE SCHOOL

There is a wide range of extra-curricular activities being offered at present. All children have access to these activities.

SEND pupils are able to participate in educational visits, the Catholic Sports and the Music Festivals.

Year 6 SEND pupils are allocated Prefect duties.

EVALUATION OF SEND PRACTICE

The leadership team evaluates the success of the education, which is provided at the school for pupils with SEND through the following:

- Diagnostic tests
- Different aspects of a child's achievements and/or targets
- Parents satisfaction (established at review)
- Child satisfaction (self-esteem, happier to come to school)
- Teacher's views
- Movement according to SEND register
- National Curriculum progress (End of Key Stage testing, optional SATs testing).
- Termly SEND Achievement Meetings

COMPLAINTS PROCEDURE

Any complaints about the provision of special educational needs should in the first instance be made to the SENDCo. If the parent continues to have a complaint then they should involve the Headteacher and then the governors.

Complaints that are for the attention of the governing body should be made in writing to the Chair of Governors, who will investigate and report back to parents within one week of receipt of the complaint. (*See Complaints Policy for full details*)

STAFF TRAINING

The SENDCo attends in-service training sessions and additional courses and conferences as appropriate.

Classroom Teachers and Learning Support Assistants attend training as appropriate.

OTHER AGENCIES

Support accessed via Service Level Agreements (Extended Services and BCCS):

- Emma Rawlings - Educational Psychologist.
- Jill Lowdell– Family Support Worker
- Huibrie Pitt – Brentwood Catholic Children's Society (various support)

Links with external support services:

- School Nurse (general health queries)
- Speech and Language Therapists
- Specialist Teachers for children with Complex Learning Difficulties

ROLE PLAYED BY PARENTS

At St Teresa's we feel it is essential to work closely with parents to support all children. We encourage an active partnership through an ongoing dialogue with parents. The home-school partnership agreement is central to this.

The school prospectus contains details of our policy for special educational needs.

Review meetings share progress of children with special needs and their parents.

Parents are invited to attend and participate in a Termly Learning Conference with their child and the class teacher to review the progress that their child has made, working together to set targets for the forthcoming period and creating a Termly Learning Agreement.

GOVERNORS

Miss Tracey King is the named governor for special educational needs.

The Governing Body evaluates the success of SEND provision through regular reports from the SENDCo. The Head Teacher's report to the Governing Body also covers SEN developments as appropriate.

TRANSITION ARRANGEMENTS

All Year 6 children spend time at their new Secondary School during July.

If necessary, a child will be accompanied in July to the Secondary School by a Learning Support Assistant in addition to the standard arrangements provided by the Secondary School.

The SENDCo meets with some colleagues from Secondary Schools prior to September to discuss any issues or needs of individual children prior to their transition to Year 7.

Various staff from Secondary schools visit St Teresa's to meet the children and the Year 6 class teacher. Annual Reviews take place every 12 months and transition plans are made at the Year 5 annual review in preparation for the child's entry to secondary school.