



Special Education Needs Policy



Mission Statement



St. Peter's Catholic School Mission is that pupils, parents staff, governors and parish build together a learning community which develops love, concern for each other and forgiveness, by living out the Gospel.

This means our school will be a place which:

- ☺ *To foster knowledge and understanding of the Gospel values and growing in God's love.*
- ☺ *To ensure we care for and respect others, develop an understanding of the world and contribute to society as responsible citizens.*
- ☺ *To promote independence and excellence.*
- ☺ *To encourage us to use our gifts and talents for self-fulfilment and the good of all.*
- ☺ *To appreciate that we are all uniquely created and loved by God.*
- ☺ *To put our trust in God through prayer.*

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

We aim to ensure that the needs of those pupils with SEN are identified early and appropriate provision is made, which is based on an assessment of their needs and which is in line with the Local Authority's philosophy and current SEN legislation. In carrying out this commitment we are also fulfilling our role as Catholic educators, strongly rooted in fundamental Christian values.

Aims:

- Secure early identification of SEN and set out the process used for identification and monitoring of pupils
- Provide a curriculum which is differentiated and inclusive to suit the interests and level of the child and overcomes the barriers to their learning. This will be reviewed regularly with parents and where appropriate, the child
- Ensure that all children with SEN make the same rate of progress from their starting point as children without SEN and achieve success in all curriculum areas
- Value the contribution of all children and recognise that the effort they put into the learning process is valued as much as their achievement
- Take into account differing stages of development and necessity to provide for individual needs
- Take positive action following the identification of any learning problem

Objectives:

- To analyse the child's need and prepare individual or group, step-by-step programmes to build skills and concepts
- To set attainable goals so that children make progress and thereby maintain confidence and motivation
- To recognise parents as part of the team and involve them where ever appropriate or possible in the learning journey of their child
- To provide on-going assessment in order to give feedback to parents and in order to determine success of the programmes
- To ensure that the pupil's strengths are used to build up confidence and maintain motivation

Responsible Persons

The responsible person for SEN and for the day to day co-ordination is Mrs P Wilkinson (SENCO). The named governor is Sarah Heywood.

The Special Educational Needs Co-ordinator

The responsibilities of the SENCO include overseeing the day-to-day operation of the school's SEN policy.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support

- Liaising with parents of pupils with SEN
- Liaising with early years providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- SENCO to meet with other SENCOs by attending SENCO meetings and be in contact with the LA Advisor to keep up to date with current initiatives locally and nationally

The Governing Body

The Governing Body, in cooperation with the Headteacher, is responsible for the SEN Policy within the school and has statutory duties under part IV of the Education Act 1996.

The Governors will have regard to the Special Educational Needs Disability Code of Practice 0-25 years.

The school Governors have specific responsibility to:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- Ensure that the budget for SEN is allocated appropriately
- Appoint a Governor who will have oversight on behalf of the Governing Body of special needs provision

The Headteacher

The Headteacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the Governing Body fully informed and works closely with the school's SEN Co-ordinator.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils for SEN.

The Class Teacher is responsible for:

- The identification, teaching and monitoring of all pupils in their class and reporting any concerns regarding SEN as soon as they are noticed
- Planning and delivering a differentiated curriculum for all children with SEN. Teachers ensure that they follow guidance from the New Curriculum to ensure that pupils are fully included in lessons
- Having regular review meetings, liaising with the SENCO, parent and child. IEPs are written and reviewed at least twice a year with SENCO
- Seeking advice and support from the SENCO, appropriate curriculum coordinators, external experts and colleagues, to help them match their classroom provision to the specific needs of the pupil
- Monitoring progress by keeping annotated pieces of work and/or observations
- Planning with Teaching Assistants to ensure quality provision for pupils with SEN

Admission and Inclusion

All the teachers at St.Peter's are teachers of children with Special Education Needs. All staff members are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Special educational provision is underpinned by high quality first teaching and is compromised by anything less.

St.Peter's Governing Body admits all children according to the Admissions Policy. Children with Special Educational Needs are afforded the same rights as other children. This includes both those with statements of special educational needs or education, health and care plans (EHCP) and those with less significant problems. St.Peter's will strive to meet the needs of those children wherever possible with the resources it has available and will make any reasonable adjustment necessary to meet these needs.

Early Intervention and Identification of Need

Most children enter St.Peter's in the Reception (FS2) class at the age of four.

On entry to the Early Years Foundation Stage 2 baseline assessments are made by staff and any initial concerns are reported to the SENCO. Staff will look in particular for any early indications that children may suffer or have significant issues with their learning in later life. These include issues surrounding speech and language, social and emotional difficulties, behavioural issues and the acquisition of basic skills.

Any concerns are shared with parents and school based interventions will be put in place and monitored. Where necessary, advice and involvement from outside agencies is sought. External agencies will only become involved once the consent of parents is obtained. St.Peter's will work closely with these agencies and parents to implement any intervention in school that the child needs. The child is involved as fully as possible in their learning.

In some cases, children are already known to outside agencies such as Speech and Language or Occupational Therapy - the staff in FS2 will build on this as they plan for and teach the children.

Where a child is admitted to St.Peter's mid-year into a class other than the Early Years (FS2), staff will liaise with the previous setting to establish the child's level of need and the intervention required in order to provide continuity for the child and the family.

Access to the Curriculum

The National Curriculum will be made available to all children in St.Peter's. Where children have special educational needs a graduated response will be adopted. St.Peter's will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support. Each child should have:

- Access to a broad and balanced curriculum
- Quality wave one teaching, where lessons are planned to remove barriers to learning
- Scaffolded personalised learning
- Provision that is additional to and different from that provided for all learners to meet specific needs, eg bespoke interventions
- Equality of opportunity
- Reasonable adjustments to the curriculum as appropriate.

All children in St.Peter's are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition to adulthood, whether in employment, further or higher education or training

St.Peter's will make provision for children with special educational needs to match the nature of their individual needs. Teachers will plan for this provision via targets and strategies used set out in an individual education plan (IEP) either for a specific child or for a group of children with similar needs. These IEPs will be written and evaluated at least twice a year. The SENCO will monitor the IEPs and support and advise the teacher where necessary.

There will be flexible grouping of children so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach. Schemes of work for children will reflect whole school approaches to quality first teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small achievable steps for children who have marked learning difficulties.

Providing A Graduated Response

St.Peter's School offers a differentiated curriculum. When a child is not making expected progress and shows signs of difficulty in some of the following areas:

- Acquiring literacy and numeracy
- Communication and interaction difficulties
- Emotional and social difficulties
- Has sensory or physical problems
- Presenting persistent behaviour

The class teacher will complete a 'Recording a Concern' form (Appendix 1). This will be reviewed in consultation with the SENCO and the school will then provide support that is additional to and different from the differentiated curriculum and goes beyond quality first, wave one teaching.

Expected progress can include progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider

Where a child continues to make less than expected progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, there should be agreement about the SEN support that is required to support the child.

St.Peter's will adopt the Local Authority recommend guidance on placing children on the SEN Register. The resources allocated to children who do not have a statement or Education Health and Care Plan will be deployed according to the number of children on the SEN Register. Parents and children, where appropriate, will be informed and involved in all decisions taken. Where appropriate

the school will engage the services of outside agencies which may include; Educational Psychology, Speech and Language, STEPS and CAMHS.

Following the support provided for children on the SEN register, if a child does not make sufficient progress, the school may make a referral for statutory assessment to the Local Authority.

Identification of children with Special Educational Needs will be undertaken by all the staff with the support of the SENCO and the appropriate records will be maintained. Records will be developed through evaluated IEPs and a process of continuous assessment by the class teacher as a result of standardised tests of educational achievement administered by the class teacher, together with end of Key Stage attainment tests. Assessments allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Pre and post intervention records will also be maintained and the child's targets will be reviewed regularly.

Annual reviews and interim reviews of progress will be carried out for every child who needs them. The school and SENCO will monitor the progress of each child following the plan

Resources

SEN funds cover:

- Employing skilled support staff to work 1-1 or with small groups
- To buy in professional services, ie SALT, STEPS, Educational Psychologist etc...
- To purchase specific resources as required for children to improve accessibility
- To support the role of SENCO and staff through training and relevant CPD

Children with a Statement or Educational Health and Care Plan

As of September 2019 St.Peter's SEN Register had two children with an EHC plan, and eighteen children with the SEN support code K.

Liaison

Parents will always be informed and their consent sought when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for children with the K special needs code and Education Health and Care Plans:

- Educational Psychology Service
- Learning Support Services
- Speech and Language Therapy Service
- Social Care
- Health Care
- STEPS
- Next providers of education

Equality Duties

The new Code of Practice (2015) highlights the duties that schools have in relation to disabled children and young people under the Equality Act 2010.

The specific duties that schools, early year's providers, post 16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010. The key elements are as follows:

- They must not discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

At St.Peter's School we are pro-active in meeting our duties under this legislation and our commitment is outlined in our equality policies.

Medical Needs

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, cerebral palsy and cancer. Children with such conditions do not necessarily have Special Education Needs, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by Special Educational Needs and Disability legislation.

St.Peter's has paid due regard to the statutory guidance entitled 'Support for Pupils at School with Medical Conditions'.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school ensure Health Care Plans are written to support pupils at school with medical conditions.

Arrangements for the Treatment of Complaints

The Headteacher, school staff and Governors at St.Peter's are committed to maintaining positive partnerships with parents. Sometimes things may happen which make children or parents unhappy. It is important that parents and carers feel able to raise their concerns as easily and freely as possible.

In the first instance:

- Parental concerns can often be resolved by talking to the class teacher

Should the matter not be resolved, please contact:

- The SENCO, Senior Teacher or Deputy Headteacher

If there is still no resolution, please contact:

- The Headteacher

In the unlikely event that the matter is still not resolved, please contact in writing:

- The Chair of Governors

If you are still not satisfied, you may refer the complaint to the Secretary of State.

Dealing With Complaints

The schools' complaint procedures are set out in the Welcome Booklet and on the Website. Under the SEN and the Disability Act 2001 parents may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service.

Timescales for Dealing with Complaints

Ideally, complaints will be dealt with quickly, but if the complaint is complicated or requires detailed investigation, it may take longer to resolve. The school will keep parents informed as to how the complaint is being addressed and when they can expect an outcome.

Staff Development

Special Educational Needs in-service training will include in-house provision via staff meetings, INSET days and SENCO attendance at local cluster meetings and Local Authority courses. Teaching staff are able to attend courses relevant to school or individual needs, as identified by the school development plan and performance management/staff development. TAs are encouraged to participate in school based INSET and attend relevant courses offered by the Local Authority.

Working with Parents

Parents are greatly valued and their contribution in terms of identification and support for children with SEN is fully recognised. Parents will be involved in their child's SEN at all stages. They will contribute to decisions made and where possible to the content of IEPs. The role of any other professionals involved with a child will be explained to parents and where possible, opportunities to speak to them will be arranged. Copies of IEPs and any other reports or materials will be made readily available.

Communications between parents and school will be consistently maintained. This can be an informal chat, discussion at parents' evenings (twice a year), review meetings, specially arranged meetings, letters, phone calls, emails and informal discussion with the SENCO.

Parents are also made aware of parent support groups or organisations, should they wish to discuss any concerns away from the school. The contribution and involvement of parents is seen to be crucial. We believe that where it takes place, the ability to draw upon parents' personal and unique understanding of their child's needs is more likely to ensure that provision made is successful.

The Voice of the Child

St.Peter's will work hard to ensure that a child is fully aware of their individual needs and targets. Steps will be taken to involve children in decisions about their education and their views about what they need to help them learn and progress.

Related Policies

- Admissions Policy
- Anti-Bullying Policy
- Child Protection Policy
- Equality Policy
- Medicines Policy

These policies can be accessed on the school website.

Monitoring, Evaluation and Review

Evaluation

The school will review this policy annually and assess it's implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Headteacher and SENCO will keep the Governing Body informed about SEN provision and practice. The Headteacher will provide the named Governor with the necessary information to report to the general Governing Body.

This policy is available on the school website. Any changes or amendments will be made as quickly as possible.

St.Peter's Governing Body will review this policy every three years.

Date: November 2019

Review Date: November 2022

Chair of Governors: Mr Gerry Franklin signature:.....

ST PETER'S RC PRIMARY SCHOOL Recording a Concern			
Name:		D.O.B: Admission:	NC Year:
Teacher Co-ordinating Information:			
Child's first language:		Ethnicity:	
Concerns		Evidence	
<u>Cognition and Learning</u> <ul style="list-style-type: none"> • General Learning Difficulties • Specific Learning Difficulties 			
<u>Behavioural, Emotional and Social Difficulties</u>			
<u>Communication and Interaction Difficulties</u> <ul style="list-style-type: none"> • Speech and language difficulties • Autistic Spectrum Disorders • Dyslexia 			
<u>Strategies that have been put in place</u>		Impact of strategies	
<u>Sensory and Physical Impairments</u> <ul style="list-style-type: none"> • Hearing difficulties • Visual Impairment • Physical and medical Difficulties 			
Assessment Details (complete where applicable)			
FS2 Profile areas of concern:		Current Curriculum levels/ P Levels English: Reading: Writing: Maths: Science:	
KS1 SATs results English: Reading: Writing: Maths:		KS2 QCA Reading test: Salford Reading Test: Reading age:	

Child's strengths:		
Summary of information		
Information on strategies that have been put in place and impact:		
Decision:		
Continue current educational arrangements	Seek further advice	Move to School Action
Parent/carer informed on: Date:	Review date:	Signed: SENCO Class Teacher