

St. Edward's Catholic Primary School



Special Educational Needs Policy

Autumn 2015

Date Approved by staff and Governors:

Review Date: December 2016

Following Christ we reach our goals.

Aim:

In accordance with the Catholic Ethos of the school and with our Inclusive Education Policy, the school aims to meet the needs of every individual, taking into consideration their cultural background, in order to enable each child to progress in their learning, personal and social development, and to develop their full potential in an appropriate way. Children have full access to a broad and balanced curriculum to achieve their best, become confident individuals and develop the tools to make a successful transition into secondary education and adulthood. This policy aims to meet our duties as a mainstream school in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

Relevant legislation and regulations:

- Special educational needs and disability code of practice:0 to 25 years
- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Objectives:

- To identify children that fall within the four areas of need identified in the new Code of Practice:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and physical
- To inform parents of our concerns and to discuss these regularly, alongside progress, development and strategies being used.
- To cater for the children's needs in the most effective and inclusive way possible for the individual, the class involved and the teacher.
- To involve other services, as and when, appropriate in the most effective way.
- Teachers to deliver a differentiated curriculum on a daily basis for all children. This will be sensitive to differing paces and styles of learning, interests and capabilities. It will also reflect the Catholic ethos of the school.
- To set up intervention groups for those underachieving pupils.

The Role of the Special Needs Co-ordinator (SENCO)

St. Edward's Catholic Primary School SENCO is Diane Tatnell. She has gained the National Award in Special Educational Needs Coordination (November 2013). The Special Needs Link Governor is Ms M. Jones.

The key responsibilities of the SENCO 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
- advising on the deployment of the school's budget and other resources, including the deployment and timetabling of SEN support staff, to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, speech therapists, other health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher 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
- using teacher's assessments to identify all underachieving children, plan the level of intervention they might need, implement it and assess its impact. This is in collaboration with the child with SEN, the parents/carers, teachers and relevant outside agencies.
- providing an annual report for parents of children with SEN on their child's progress

Time allocated for Special Educational Needs

St. Edwards Catholic primary school ensures that the SENCO has sufficient time and resources to carry out these functions.

The SENCO's time is divided into:

- Administration Time
- Supporting S.E.N. children
 - Observation within the classroom
 - Individual and small group support out of the classroom

Process for identifying children with Special Educational Needs

Stage 1 Initial Concern

Initial identification, using the four broad areas of need as noted in the objectives of this policy, will take place through daily classroom work, observation by the class teacher and the SENCO and informally gathering evidence including the views of the pupils and their parents/carers. The class teacher and SENCO will assess the pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

An **Initial Concern Sheet Stage 1** needs to be filled in by the class teacher and the SENCO.

Initial strategies are set in place and a review date set. The class teacher and SENCO discuss concerns with the parents. **Parents will be required to sign all proformas.**

The first response at stage one is high quality teaching targeted at the child's area/areas of weakness.

At the review, the teacher, in consultation with SENCO and parents, decides on the next plan. The child with SEN will be asked to contribute their views in writing and attend the review meeting where appropriate. The following are discussed at the review: -

- Are original strategies successful?
 - Do they need to continue?
 - Are new strategies required?
- A new review date is then set.

OR

- The child no longer seems to have a particular need. This is noted, but the child is no longer on the register.

N.B. Information to be noted on appropriate proformas

Each half term the SENCO meets with all class teachers individually. The name of any child who has remained on Stage 1 after one review is brought forward. Further strategies that could be useful are discussed. The way forward is decided upon. The child may move on to Stage 2. This is recorded along with a plan of action and review date. Parents will be required to sign all proformas.

Stage 2

The teacher and the SENCO discuss any child who moves into Stage 2, with the parents. Initial Concern Sheet 2 is completed and a review date is set. Parents will be required to sign all proformas. At the review, discussion with the SENCO and class teacher and further strategies can be discussed leading to the development of an Individual Education Plan. School copies of the pupils Individual Education Plans need to be signed by the parents.

At the second review date, the SENCO, class teacher, and other learning support colleagues may consider moving the child on to Stage 3. This means involving an outside agency of educational psychologist, with full parental consent, to come in and observe the pupil.

Stage 3

Consultation with outside agencies may proceed according to the guidelines set by the Authority, in line with the Code of Practice.

Depending on the assessment completed by the outside agency or Educational Psychologist, and in

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consultation with staff and the parents, the child may/may not go forward to Stage 4. If not, the child will be kept at Stage 3. Regular monitoring by the class teacher, support teacher, LSA, SENCO and Educational Psychologist will take place and the parents will be fully involved in discussions and on-going strategies.

Stage 4 Education Health Care plan

Where, despite the school taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress we discuss with parents the option of requesting an Education, Health and Care needs assessment. Formal assessment may be agreed and carried out, according to the guidelines set out by the Authority, in line with the Code of Practice.

If the outcome of the formal assessment is that no Education Health Care plan is required at this time, the child will continue to receive support from the school's support staff. The child will be regularly monitored by all concerned and appropriate strategies worked out regularly. The parents will be fully involved.

Regular half-term reviews of all the children on the special Needs Register will take place. Appropriate action e.g. moving from one stage to another, up or down and strategies for on-going progress will be worked out. The SENCO is responsible for ensuring these reviews take place.

*Pupils with exceptional needs could be identified without having gone through the stages. They could be children referred from other agencies etc.

Equal Opportunities and Inclusion

At St. Edwards, through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We promote equality of opportunity and foster good relations between disabled and non-disabled children. We also make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. The school caters for the full ability range and the presence or absence of special educational needs is not a factor in the selection of pupils.

Practical arrangements for meeting Special Educational Needs

All children on the SEN register will receive some support from the schools support staff. Either within small groups or individually in the classroom, for one to one input or for circle time to support those with behavioural needs.

INSET and Special Educational Needs

The SENCO will attend appropriate training sessions disseminating information to the rest of the staff at the INSET Sessions and individual class teacher meetings. The SENCO will arrange for external professionals to deliver inset to meet the needs of the schools staff.

Children with Physical Difficulties

All staff working with or directly responsible for children in the school, are made aware of any child with a physical condition, which directly affects their well being, learning and safety.

All medication must be kept in a secure place, in the medical room, but must be accessible at all times, to the appropriate children.

Emergency contact numbers are readily available in a place known to all appropriate staff. Those children with food allergies are to be clearly identified to the mid day staff, supervisors and school cook.

Staff will follow the Health and Safety Policy at all times with regard to First Aid, lifting procedures etc.

All children with medical conditions all have a care plan written for them by the school SENCO and school nurse. All care plans should be kept in the class teachers Blue Planning File.

Wheelchair Access

Wheel chair access is appropriate to Newham Council's Buildings Policy.

Special Needs Resources

The SENCO, the support teacher and the LSA together with Teacher Assistants, parents helpers etc are a supportive resource for any child with Special Educational Needs.

Other resources include:-

- Supplementary language material - reading, spelling, writing, phonics etc.
- Supplementary Mathematical material – number including workbooks, games
- Supplementary Topic material
- Interactive white board
- Apparatus and sensory resources

Teachers are able to use any of the materials in their classroom when required.

Parental Concerns

If you think your child may have SEN, speak to their class teacher or alternatively arrange a meeting with the SENCO to discuss your concerns.

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