

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **INTRODUCTION**

Provision for children with special educational needs is a matter for **St. Joseph's Catholic Primary School** as a whole. In addition to the Governing Body, the school's Head Teacher, the SENCO and all other members of staff have an important day-to-day responsibility. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. St. Joseph's Catholic Primary School follows a broad and balanced curriculum. As part of our work with all children we are committed to the development of communication supportive practices.

The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a **learning difficulty or learning difference** that calls for **special educational provision** to be made for them.

Children have a learning difficulty or difference if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.

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.

Educational provision is that, 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.

The SEN policy details how this school will do its 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 that are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

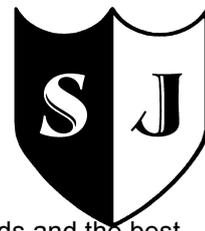
The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have



# St. Joseph's Catholic Primary School

## 'Growing in Faith, Faith in Growing'



knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be

treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Pupil interviews are conducted to ascertain their views and preferences or anxieties. Inappropriate teasing of vulnerable children about their learning difficulties is not tolerated and this area is discussed in the pupil interviews.

### **Speaking and Listening**

Speaking and listening are fundamental skills upon which the educational development of our children depends. Through the development of oral and aural skills, pupils learn about language and this equips them to demonstrate and refine their learning.

A proficiency in spoken communication is the foundation for literacy as it is a key enabling skill of life. The spoken word is the overwhelming means by which we organise and experience our lives by building friendships, collaborating, negotiating, sharing ideas and seeking information.

The development of Speaking and Listening as skills for lifelong communication should be a crucial aspect of all teaching and learning experiences.

The development of communication, speaking and listening skills should be available to **all** pupils within their learning experiences at St. Joseph's.

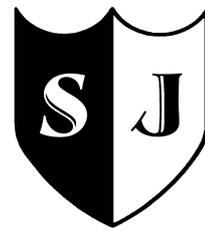
### **ASSESSMENT**

Early identification and intervention is a priority. St. Joseph's Catholic Primary School will assess each child's current levels of attainment on entry in order to ensure that they build upon established learning. Social, emotional and behavioural difficulties also need to be recognised and addressed at the earliest opportunity. If the child already has an identified special educational need, this information will be transferred through feeder schools and liaison with SENCO's. The SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum, identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems they have in the classroom are due to limitations in their command of language or arise from special educational needs. In determining this the teacher and SENCO will liaise with EMAG support.





### **PROVISION**

At present St Joseph's employs teaching and non-teaching staff to work with children on the special needs register under the direction of the SENCO and Head Teacher. The LA also provides extra funding for the support of children with a statement of special needs. In meeting the needs of children we will provide at each stage:

- Initial assessment
- Differentiated work, RML, Phonics, SALT, Mathematics ability groups, small group literacy teaching
- School Action – specific resourced support related to the child's IEP
- School Action Plus - specific support related to the child's IEP with outside agency involvement
- Termly reviews including parents, staff and children

### **THE ROLE OF THE GOVERNING BODY AND HEAD TEACHER**

The Governing Body and Head Teacher have the joint responsibility to:

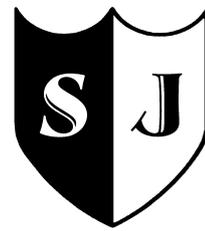
- Ensure that the school is undertaking its statutory duties regarding SEN, inclusion and the Special Educational Needs and Disability Act
- Set up appropriate funding and staffing for SEN provision
- Formulate and monitor the school policy for SEN
- Ensure with the SENCO appropriate staff and professional development
- Ensure that there is a named Governor(s) with responsibility for overseeing SEN. The named Governor for 2013 – 2014 is Mrs. Tracey Purshouse.
- Ensure that those who are working with statemented children are aware of the statement and the nature of the child's SEN
- Ensure that the area of SEN is constantly under review in order that best practice is developed and maintained and that SEN is an integral part of the School Improvement Plan
- Report upon SEN matters in the Head Teacher's termly report and to the Curriculum and Standards Committee
- Ensure that the school operates a policy of inclusion, welcoming all children, regardless of SEN or disability.

### **THE ROLE OF THE SENCO**

The SENCO's responsibilities include:

- Overseeing the day to day operation of the school's SEN Policy
- Coordinating the provision for children with special educational needs
- Liaising with and advising colleagues
- Managing learning support staff
- Overseeing records of children with special educational needs
- Liaising with parents of children with special educational needs
- Arranging and contributing to in-service training
- Overseeing Inclusion Planning Meetings to discuss SEN provision
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and other appropriate agencies
- Creating and maintaining the special educational needs register.





### **THE ROLE OF THE CLASS TEACHER**

- To initially identify and assess the child's needs
- Provide suitable differentiated work to meet the child's needs
- Monitor the child's progress, set specific targets and inform parents
- Inform the SENCO if the child is still not making appropriate progress and provide evidence of the child's special educational needs
- Maintain the necessary records
- To be involved with outside agencies as and when necessary
- Inform parents when the child is placed on the special educational needs register
- To involve parents in the setting and review of targets

### **THE ROLE OF SPECIAL EDUCATIONAL NEEDS SUPPORT STAFF**

- With reference to the child's IEP, carry out work as directed by the SENCO
- To maintain records of work covered and examples of children's work so that progress can be assessed
- To take part in the review process, especially where this involves a child with a statement of special educational needs
- To keep records of work in order to highlight achievement or difficulties of individuals or groups.
- To liaise with the class teacher and the SENCO on matters of concern with regards to the child's work or behaviour.

### **MONITORING CHILDREN'S PROGRESS**

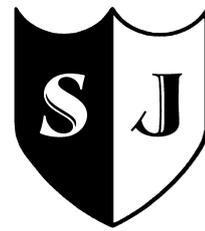
Our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- 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 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

### **RECORD KEEPING**

The amount of record keeping and its format will vary according to the stage at which the child is working on the special educational needs register. It is vital that as much evidence as possible is collected to support each stage. The SENCO will maintain a SEN folder containing each child's paperwork, a copy of the IEP (IBP) and any additional information. Teaching support staff will maintain records on the children they assist, containing the child's paperwork, IEP and additional information.





### **THE NATURE OF INTERVENTION**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the earlier assessment. This may include:

- Different learning materials, resources or special equipment
- Reorganising classroom environment
- Some group or individual support
- Adapting teaching approaches to address learning styles of individual pupils
- Staff development or training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment.

### **SCHOOL ACTION**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher, in consultation with the SENCO, will provide interventions that are additional to those provided as part of the usual differentiated curriculum. This will be called School Action. The triggers for intervention through School Action will be 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 their identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

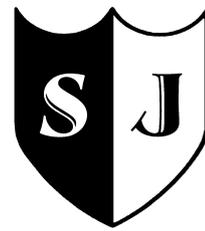
In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with school staff, the SENCO may contact them if parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for in discussion with colleagues and subsequently monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help their child and the outcome of this action.

### **INDIVIDUAL EDUCATION PLANS**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short term targets set for the child
- The teaching strategies and resources to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)





The IEP will only record that which is additional to or different from the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed termly and parents views on their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in setting the targets.

### **SCHOOL ACTION PLUS**

At School Action Plus external support services will usually see the child so that they can advise teachers on new IEPs, provide more specialist assessments, give advice on child's misconceptions and the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period (1-2 terms)
- Continues working at National Curriculum levels substantially below expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning, or that of the class group, despite having an individualised behaviour management programme
- 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

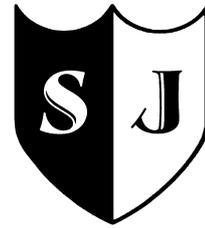
The delivery of the interventions recorded continues to be the responsibility of the class teacher.

### **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT**

Where the school makes a request for a statutory assessment to the LA the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, evidence through School Action and School Action Plus. This information includes:

- IEPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the child's medical history, where relevant
- National Curriculum level attainments in literacy and mathematics
- Educational and other assessments
- Reports from support staff or an educational psychologist
- Views of the parents and of the child education welfare service
- Views of other services such as health or social services
- LA special educational needs documentation





### **STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS**

A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from the parent or a referral from another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, it may call for special educational provision, which cannot be reasonably provided within the resources normally available to the school. In these cases the LA may decide that the child's special educational needs will be met through a statement of special educational needs.

A statement of special educational needs will include:

- The pupil's name, address and date of birth
- Details of all the pupil's special educational needs
- Identification of the special educational provision necessary to meet the pupil's special educational needs
- The school's name and information
- Relevant non-educational needs of the child
- Information on relevant non-educational provision

All children with statements of special educational needs will have short term targets set out in an IEP and these will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the statement of special educational needs will continue to be the responsibility of the class teacher.

### **ANNUAL REVIEW OF A STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

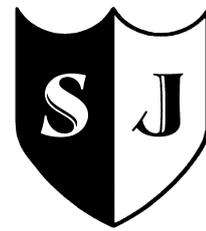
All statements must be reviewed at least annually and should focus on what the child has achieved, as well as on any difficulties that need to be resolved. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for parents to visit secondary schools and to consider appropriate options within similar time-scales to other children.

The SENCO of the receiving school should be invited to attend the final annual review during Year 6. This will allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

### **CROSS PHASE LIAISON AND INCOMING PUPILS**

The details regarding children on the register of special educational needs are discussed with staff of receiving schools to ensure smooth cross phase transfer. Pupils who join St Joseph's during the school year will have their records from their previous school / nursery scrutinised and they will also be given internal reading and phonics tests and also mathematical skills tests in order to assess any possible special educational needs. The most vulnerable children with SEN need a structured transition procedure across Key Stages or into Secondary School. Careful consideration is given to access and physical adaptations that may be required as well as the resources, strategies and support arrangements. To ensure smooth and effective transitions the children have ample opportunity to become familiar with their new environment and teaching staff with guidance from external agencies where necessary.





### **PARENTAL COMPLAINTS**

Through the involvement of parents at all stages of the special educational needs process, we aim to keep them fully informed of the help provided to their children by the school and the LEA. If a parent has a complaint, they will be asked to make an appointment to see the class teacher and SENCO in the first instance, specifying their concerns. If the parent still has concerns after this meeting then they may make an appointment to see the Head Teacher. The Head Teacher may then be requested to discuss the grievance with the named special educational needs governor(s).

### **Policy Revision**

This policy was revised in January 2014 and was presented to Governors during Spring Term 2014.

