

Special Educational Needs & Disability Policy



St Paul's Catholic Primary School

'Together in Faith, Working as One'

Introduction

St Paul's is a Catholic school primarily concerned with the values of the Catholic faith, and this is at the heart of all we do. Our Mission Statement is the basis of our special Educational Needs policy:

"Together in Faith, Working as One".

The development of all children; spiritually, socially and academically is of great importance to Governors and Staff, irrespective of ability, be it learning or physical. As such it is our aim to ensure that all children have the opportunity to achieve their potential and through careful monitoring and the provision of additional support, where appropriate, seek to identify, support and break down barriers to learning.

At St Paul's Catholic Primary School, we employ clear procedures to identify pupils whose academic, physical, social or emotional development is giving cause for concern. Our policy for Special Needs also encompasses pupils with high ability.

Aims

We aim to ensure that all children receive equal opportunities to develop their full academic, spiritual, social and personal potential through access to the whole curriculum. As members of our Catholic school community, this must be central to our way of thinking in terms of our Special Needs provision.

We will achieve this by ensuring that:

- Our admission arrangements do not exclude children with special needs.
- Pupils with special needs are given access to every aspect of the National Curriculum.
- Pupils with special needs are placed in age-appropriate classes and are integrated with children who do not have special needs. However, children may need to work for a limited period outside the classroom for targeted support.

Special Educational Needs Code of Practice (2014)

The school draws upon the Special Educational Needs Code of Practice (DFES 2014) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines. This policy should be read alongside other School specific policies including: Teaching and Learning, Behaviour, Child Protection, Anti-Bullying, Equal Opportunities and Admissions.

Arrangements for the Co-ordination of Educational Provision for Pupils with Special Educational Needs and Disability (SEND)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people...

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

(Code of Practice 1.24 2014)

The Act and the Code of Practice aim to offer guidance on the assessment of pupils, the identification of provision and rights of parental appeal. It ensures that all schools have a special educational needs policy that states the school's special educational needs objectives, screening and assessment processes, as well as giving contact details of the school's special needs coordinator.

[Inclusion Manager/SENCO: Mrs J Shire](#)

[Inclusion Governor: Mrs M Close](#)

Definition of a child with Special Education Needs (SEN)

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

Identification, assessment and provision for children with SEN

The Code of Practice (2014) is the graduated approach model of SEN adopted by St. Paul's Catholic Primary School.

Termly Pupil Progress Meetings between the Head Teacher, SENCO and Class Teacher provide an opportunity to monitor the progress of all children.

Informal evidence alongside formal evidence (E.g. EYFS, KS1, KS2 assessments, NFER) and progress towards Age Related Expectations identifies children who are not progressing satisfactorily. Additional support to diminish differences in learning is planned and recorded on the class provision map.

Should progress not improve because of this short-term intervention and support, then Special Educational Needs would then be considered. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The class teacher will consult with the SENCO to raise an initial concern. Once a SEN has been identified, the class teacher will in the first instance use the pupils' views to produce a one-page-profile to identify how the pupil feels they would be best supported. Following this, the teacher will plan small group/individual intervention/support that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and Quality First Teaching (QFT).

Parents will be informed of this initial concern and will be informed of all future action. Partnership is crucial in identifying and assessing need, in order to respond effectively to those needs and set targets and reviewing rates of progress.

As stated in Religious Dimensions of Education in Catholic Schools, "Partnership between a Catholic School and the families of the students must continue and be strengthened. It is not a question of convenience but a partnership of faith." When we welcome a child, we welcome the family.

At this first stage of identification of special educational needs, children will be identified as having School Support and the graduated approach will begin.

From this, following possible referrals and/or other observations and/or assessment the pupil will be added to our SEND register and a SEN Support Pupil Profile (SSPP) will be created. The SSPP will record what is additional to or different from the usual differentiated curriculum/QFT. It will focus on individual targets and/or support and will be discussed with the child and their parents/carers. SSPPs will be reviewed half-termly, or more frequently as required.

The SEN Support Pupil Profile will include:

- The strengths of the child.
- The nature of the child's learning difficulties.
- Short term targets set for the child.
- Outcomes (to be recorded when SSPP is reviewed)
- The teaching strategies to be used, special provision, staff involved including frequency of support, specific interventions, programmes, activities, materials, and equipment.
- Date for review.

SEN Support Pupil Profiles will be sent to parents/carers termly to ensure a holistic approach to supporting and challenging pupils with identified SEND.

Class Provision Map will also identify further support that a child or group of children may be accessing to ensure all pupils make at least expected progress.

Specialist Involvement

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need; specialist assessment, advice and support may be sought.

When specialists are involved the outcomes of meetings, discussions and agreed actions will be recorded and shared with the parents and teaching staff in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that pupils receive it as quickly as possible. Specialist assessments and advice will focus on effective teaching approaches, appropriate

equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. This information will be incorporated into the child's SEN Support Pupil Profile.

Education, Health and Care Plan (EHCP)

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a child, they do not make expected progress, an Education, Health and Care Needs Assessment (EHCNA) can be requested.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, the Local Authority use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

To inform its decision the Local Authority will expect to see a range of evidence, including:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child's SEN

- Evidence of the action already being taken by the school to meet the child or young person's SEN (Graduated Approach)
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The Local Authority makes a judgment about whether the child's needs can continue to be met from the resources normally available to the school or whether it is necessary to provide further specialist support as part of an Education, Health and Care Plan.

If an EHC Plan is required, there will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made to the Education, Health Care Plan.

Access to Curriculum

The identification of pupil's special needs will lead the teacher to:

- adapt the curriculum in terms of content, style and pace.
- ensure a good match between the child's ability and the task
- develop modifications to the Attainment target and Programmes of study set out in the National Curriculum.
- prepare and implement individual education programmes ensuring that any activities are age appropriate.

Roles and Responsibilities

▪ The SENCO

The SENCO has an important role to play with the Head Teacher and governing body, in determining the strategic development of SEN policy and provision in school.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

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 delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, 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

- Head Teacher and Governors

It is the responsibility of the Head Teacher and Governors to ensure that the SENCO has sufficient time and resources to carry out these functions, which includes time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Allocation of Resources

Most resources for SEN are located in individual classrooms although some are stored centrally in the SENCO office and Nurture classroom. Each class Teacher is responsible for SEN children in their class but the SENCO will co-ordinate all aspects of the SEN policy including allocation of resources.

SEN Training

The SENCO attends regular training including attendance at cluster meetings to update and revise developments in Special Needs Education and Inclusion. In-house SEN and Inclusion training is provided during staff meetings and INSET and delivered by the SENCO. Staff are encouraged to extend their own professional development. The Senior Leadership Team will ensure access to specialist training where appropriate as needs arise.

Parental Partnership

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents are welcomed into school and are encouraged to discuss with the child's class teacher any problems they may have concerned with their child's welfare or progress. This may be after school or at a mutually convenient time. Parents will be involved at all stages of the education planning process. An appointment will be made by the class teacher

to meet all parents/carers whose children are recorded as having additional needs. The SENCO will attend this meeting if the school or the parent feels this is appropriate.

Parents are invited to review meetings, and we always make sure that the child's strengths as well as their difficulties are discussed. Where we make suggestions as to how parents can help at home, these are specific and achievable and we ensure that all parents leave the meeting with a clear understanding about the action to be taken and the way in which outcomes will be monitored and reviewed. Any parent with an ongoing concern regarding the special education provision for their child should contact the SENCO or Head Teacher.

SEN Support Pupil Profile will often include targets to work towards at home, and parents are always invited to contribute their views to the review process. The reviewed SEN Support Pupil Profiles will be sent home 3 times per year. Parents Evenings provide regular opportunities to discuss concerns and progress and in addition to this, parents are able to make other appointments on request. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. (See complaints procedure for more detail)

Transition Arrangements

Foundation staff will liaise with staff from our 2-year-old provision and other local preschools prior to pupils starting school. Following this, concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange further meetings and enhanced transition sessions.

Secondary school SENCOs are invited to annual reviews held in the autumn term for pupils in Year 6 in order to gather information to make effective transition arrangements for pupils as necessary for their individual needs. Further meetings are arranged as necessary either with school staff or parents, and additional transition days are arranged if needed. During the Summer Term, the Year 6 teacher meets with the Head of Year 7 (including SENCOs as appropriate) to pass over any information regarding Special Education Needs.

Review

The Governing body will monitor and review SEN on a regular basis and all SEN related policies will be reviewed at least annually.