

# St. Winefride's Catholic Primary School



## Special Educational Needs and Disability Policy

### **Mission Statement**

*To provide excellence in all aspects of school life,  
embedded in the values and beliefs of the Catholic faith.*

### **Vision Statement**

*To be an outstanding school where every member reaches  
their true potential and knows the joy of a  
personal relationship with Jesus Christ.*

<b>Date of issue</b>	<b>Review date</b>	<b>Date ratified by Governing Body</b>
14 November 2012	November 2015	

# ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

## Special Educational Needs and Disability Policy

### 1. Rationale

As a catholic school our living mission states that with the Grace of the Holy Spirit we seek for every member of our school to reach their full potential. This policy sets out how we ensure this for those children with Special Educational needs and/or disabilities.

### 2. Aim

Our aim is to raise the attainment and feelings of self-worth and well-being of each child.

### 3. Definition of Special Educational Needs

We are actively aware of the difference between children with special needs and those who may need short term intervention to bridge any gaps in their learning.

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

Children have a *learning difficulty* if their process:

- 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

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.

For children of two or over, 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 LEA, other than special schools, in the area. This SEN policy details how St. Winefride's 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 who 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 pupils with special educational needs 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 and Disabilities Code of Practice – 0-25 Years (2015)** when carrying out its duties toward all 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 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 and young people 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 where possible. 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.

#### **4. Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the school as a whole. However, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or Specialist Staff. In addition to the class teacher the governing body, the school's head teacher, the SENDCO and all other members of staff have important day-to-day responsibilities. Teaching children with SEND is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of assessing, planning, doing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. 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.

#### **5. Provision**

The Governors recognise their legal responsibility to consider all 'Reasonable Adjustments' for pupils with disabilities. The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

High quality teaching (Quality First Teaching), differentiated, is the first step in responding to pupils who have or may have SEND. This targeted response may, in time, be sufficient for the child's learning to progress and for barriers to learning to be removed.

Where a pupil is identified as having SEND, schools should take action to remove these barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs. This is known as the Graduated Approach.

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 the school should consider involving specialists including those secured by the school itself or from outside agencies.

## **6. SEN Support and our Local Offer**

The SEND Code of Practice has listed 4 broad areas of need (communication and interaction, cognition and learning, social emotional and mental health difficulties, and sensory and/or physical needs). Our school Local Offer which can be found on the SEND information/Local Offer page of the School's Website if a child has gone further and detailed the 7 ranges of need within particular areas of need. This document states the descriptors for each range of need and the provision available at school with this SEND.

When it is decided that a child needs support over and above the usual quality first teaching provision, parents will be formally notified and the child's details will be added to the SEN register and identified as having SEN support. Professionals from other agencies may be involved before, during or after this stage as assessment and support continues. Parents will be informed of any additional agency input.

## **7. The role of the SENDCOs St Winefride's Catholic Primary School**

The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than 12 months, they must achieve a National Award in Special Educational Needs Co-Ordination within 3 years of appointment.

The key responsibilities of the SENDCO may include:

- overseeing the day to day operation of the schools SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising fellow teachers and phase leaders
- liaising with parents of pupils with SEND
- liaising with external agencies
- ensuring that the school keeps the records of pupils with SEND up to date.
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## **8. Quality First Teaching Plans (QFTP)**

A QFTP may be created to log the targeted provision to address particular gaps for any children who are not SEN support. This will include:-

- short term targets
- teaching strategies to be used
- provision to be put in place
- outcomes following review

When reviewing, it would be decided whether the child would benefit from a further QFTP or escalating to SEN Support.

## **9. SEN Support Plans (SSP)**

When and SEND is identified and a child has been placed on the SEN Register, an SSP may be created with the involvement of the child, parents/carers and school staff. This will include:

- Short term targets
- Teaching strategies to be used
- Provision to be put in place

Additional to the Quality First classroom provision and may include any involvement from other agencies.

These will be reviewed by all involved termly.

In addition to the SSP, a Provision Map may be used to map when and where provision is provided, and what level of adult support is available for specific activities.

## **10. School request for an Education Health Care (EHC) Needs Assessment**

Where a request for a statutory assessment is made by the school to Bradford Education the child will have demonstrated significant cause for concern. Bradford Education will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Using the Ranges of Need Guidance (Appendix), if children are within range 3 or above, with limited progress despite the relevant and purposeful action of the school, parents or the school should consider requesting an EHC Needs Assessment.

## **11. Education Health Care (EHC) Needs Assessment**

Following a request for an EHC Needs Assessment the Local Authority must determine if an EHC is necessary. The Local Authority must make a decision and communicate the decision to the child's parents within 6 weeks of receiving the request.

Where the Local Authority considers an EHC Plan is necessary, it must notify the child's parents/carers, the Health Service, the Local Authority SEN Officer and the school.

To inform their decision the Local Authority will take into account a range of evidence including academic attainment, information about the child's SEND and current provision.

### **An Educational Health and Care Plan will include:**

- the views, interests and aspirations of the child and his or her parents/carers
- the child's SEND
- the child's health needs which are related to their SEND
- the child's social care needs which are related to their SEND
- the outcomes sought for the child. This should include outcomes for adult life and short term targets.
- the SEND provision required
- any health provision reasonably required
- any social care provision reasonably required
- the name and type of the school
- where there is a personal budget the details of how the personal budget will support particular outcomes
- the advice and information gathered during the EHC Needs Assessment.

All children with an EHCP will have short-term targets set for them that have been established after consultation with parent/carers, and others and include targets identified and longer term aspirations. These targets will be set out in an IEP.

## **12. Annual review of an EHCP**

All EHCP's must be reviewed at least annually with the parents/carers, the pupil, Bradford Education, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The review must consider whether the outcomes and targets have been achieved and/or remain appropriate.

An EHCP must be reviewed and amended in sufficient time prior to a child moving from Primary to Secondary School.

All programmes or education plans will be designed within the context of the Gospels and St. Winefride's ethos as a Catholic School.

Further information regarding EHCP's can be found in the SEND Code of Practice or sought directly from Bradford Education SEN Team.

## **13. Retention of SEND Records**

If a child moves to a new school, we pass on all SEND Records to the new school.