



ST TERESA'S CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

REVIEWED JANUARY 2016

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations.

The policy is fully compliant with

- the Special Educational Needs (SEND) Code of Practice: 0 – 25 years (July 2014)
- Equality Act 2010: advice for schools DfE (February 2013)
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014).
- The National Curriculum in England Key Stage One and Two Framework Document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

St Teresa's Catholic Primary School has a named SENCO, Mrs. C.M. Rigby (Headteacher), who has undertaken the National Award for SEND qualification and a named Governor responsible for SEND, Mr. L. Beesley. Mrs. C.M. Rigby can be contacted by email: head@st-teresas-upholland.lancs.sch.uk or by calling school (01695 623842). Together, they ensure that the St Teresa's Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At St Teresa's it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

St Teresa's School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DfE, July 2014).

This defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty if he or she:
 - I. has a significantly greater difficulty in learning than majority of others of the same age, or
 - II. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

At St Teresa’s we may identify other factors that may impact on a child’s progress and attainment, that are not classed as a SEND. These include:

- Disability (unless the disabled child requires special educational provision)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

This SEND policy details how, at St Teresa’s, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, considering the whole child, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims of the Policy

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners in the process.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development .
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children’s special educational needs.
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives of the Policy

The objectives of this policy are:

- To identify and provide for pupils who have special educational needs, disabilities and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will lead a team who are dedicated to supporting children within the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs.

Equal Opportunities and Inclusion

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. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers at St Teresa's are teachers of every child including those with SEND. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The Role of The SENCO and what Provision Looks like at St Teresa's

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO 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 assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.

Monitoring Children's Progress

The school's 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 might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better 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.

In order to help children with special educational needs, St Teresa's will adopt a graduated response.

The graduated response ensures that all teachers follow the assess, plan, do, review cycle, before a child is placed on the special needs register.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the child's need. This will be addressed through high quality teaching, differentiated for each child's individual needs. Parents will be consulted and specific intervention put in place which will be monitored on a regular basis.

The class teacher along with the SENCo will continue to follow the graduated response of assess, plan, do review and if no progress or the adequate progress necessary is not achieved after this time the child may be added to the school SEND register with parental permission.

Before a child is placed on the Special Needs Register, the class teacher and the SENCo will consider all of the information gathered during the graduated response cycle, alongside national data and expectations of progress.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person three times a year.

We may use specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of PSP's (Personal Support Plan). The SENCO will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for an Education Health and Needs Assessment, we will provide the LEA with a record of our work with the child to date.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to reach their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of the provision for special educational needs and the schools Local Offer, which include the arrangements made for children with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress after assessments and pupil progress meetings with the Senior Leadership team highlight a need. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a Teaching Assistant, under the supervision of the class teacher.
- Booster sessions with a Teacher before or after school.
- Staff development and training to introduce more effective strategies.

The class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and the SENCo to discuss their child's PSP and progress.

The Use of Outside Agencies

These services may be involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions recorded in the PSP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for an Education and Health Care Plan

A request will be made by the school to LEA if the child had demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Previous SEND support plans.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or education psychologist.
- Views of the parents.

The parents of any child who is referred for an Education and Health Care plan will be kept fully informed of the progress of the referral.

Personal Support Plans

Strategies employed to enable the child to progress will be recorded within an Personal Support Plan which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- The review date
- A review of the child's achievements from Teacher, Teaching Assistant, Child and Parent.

In full consultation with parents and taking into consideration the child's rate of progress and overall development, children may exit School Support following a Personal Support Plan Review.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have a Personal Support Plan.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children

from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Supporting Pupils at School with Medical Conditions

- At St Teresa's, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education.
- St Teresa's complies in its duties under the Equality Act 2010 when ensuring that children's medical and disability needs are met.
- School supports a child's needs as stated in their Education, Health and Care Plan and provides additional support through the SEND Policy.
- This policy should be read in conjunction with the our school policy on Supporting Children with Medical Conditions in order to ascertain specific details as to how children's medical needs are met.

The Role of the Governing Body

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Personal Support Plans. The SENCo and the SEND Team hold regular meetings to review the work of the school in this area. The views of parents and pupils are taken into account when monitoring and evaluating the provision provided under this policy.

