



# ST COLUMBA'S

## Special Educational Needs (SEN) Policy

### MISSION STATEMENT

We are companions on a journey

Living

Learning

Loving

Laughing

In the footsteps of Our Lord

**Special Needs Co-ordinator Miss H Syddall**

### **1 Aims and objectives**

#### **1.1 The aims of this policy are:**

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

### **2 Co-ordinating support**

#### **2.1 The governing body**

**2.2** The governing body, with the head teacher, decides the school's general policy and approach to meeting pupils' special educational needs for those with and without statements. They set up appropriate staffing and funding arrangements and oversee the school's work.

#### **2.3 The governing body at St. Columba's**

- Does its best to ensure that the necessary provision is made for pupils with SEN.
- Ensures that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensures that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs,
- Reports to parents on the implementation of the school's policy for pupils with special educational needs
- Has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child
- Are fully involved in developing and monitoring the school's SEN policy
- Are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- Ensures SEN provision is an integral part of the school improvement plan

- Ensures the quality of SEN provision is continually monitored

#### 2.4 The role of the head teacher

#### 2.5 The head teacher has responsibility

- For the day-to-day management of provision for pupils with SEN
- Keeps the governing body fully informed.
- Manages support staff time with the SENCo
- Liaises with and supports the SENCo as a member of her team

#### 2.6 The role of the SENCo

#### 2.7 The SENCo

- Manages the day-to-day operation of the SEN policy
- With the head teacher co-ordinates provision for pupils with SEN, particularly through *School Action* and *School Action Plus*
- Co-ordinates the provision for pupils with statements
- Supports and advises colleagues
- Maintains the school's SEN list
- Contributes to and manages the records of all children with SEN
- Manages school-based assessment and completes the documentation required by outside agencies and the LA
- Acts as a link with parents, developing a positive, supportive ethos and attitude towards SEN
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as a link with external agencies
- Liaises with the SEN governor and keeps the governing body informed
- Ensures the relevant SEN records are passed to appropriate schools when children leave
- Organises and supports termly review meetings
- Monitors and evaluates the special educational needs provision through termly reviews, annual review of statements, planning meetings with class teachers and outside agencies to secure the highest standard of achievement in all areas

#### 2.8 The role of the class teacher

#### 2.9 The class teacher

- Identifies initial concerns, completes the appropriate sheet, informs the SENCo and informs parents/carers
- Plans for the day-to-day teaching of pupils with SEN
- Writes an IEP/IBP for any pupil at *School Action* or *School Action Plus* and uses this to inform the teaching and learning in the classroom and records the outcomes each term
- Knows the objectives set out in the statement of a pupil in their class, refers to these when writing IEPs/IBPs and uses to inform the teaching and learning in the classroom and records the outcomes each term
- Liaises with support staff and provides a copy of the IEP/IBP
- Consults with the curriculum co-ordinator to discuss available and appropriate resources if required
- Consults with the SENCo for possible further advice and access to SEN resources
- Through the SENCo consults with outside agencies for further support
- Observes and assesses the progress of pupils

- Provides IEPs/IBPs for the SENCo/Headteacher to monitor each term
- Provides documentation for pupils with a statement prior to the annual review

## 2.10 The role of the Teaching Assistant

### 2.11 The TA has responsibility

- To liaise with the class teacher in supporting pupils to achieve their targets
- To contribute to IEP/IBP targets and reviews and documentation prior to annual reviews
- To assist a pupil in completing their advice form prior to annual review

## 3 Admission arrangements

3.1 St. Columba's School is a Catholic School but welcomes children from other beliefs. Standard number per year group: 30

3.2 See Admission Criteria

## 4 Facilities and equipment

4.1 St. Columba's has the following facilities within school

- Handrails at each stepped area
- A ramp for access into the top area of the school
- Disabled access at the front of the school
- Disabled toilet
- Finger shields on all door frames
- A specially designated room for pastoral support/mentoring

## 5 Allocation of resources

5.1 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.

5.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

5.3 The headteacher and the SENCO meet annually to agree on how to use funds.

5.4 The SENCo has designated time each week

## 6 Identification and assessment procedures

6.1 St. Columba's follows the Code's graduated response.

6.2 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

6.3 To help identify pupils who may have special educational needs, we refer to:

- Their performance monitored by the class teacher as part of on going observation and assessment
- The outcomes from Foundation Stage Profile

- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
  - An aspect of behaviour that the pupil is having particular difficulty with
  - A physical problem which is hindering progress in learning
  - A physical difficulty requiring support
  - The outcomes from SATs and optional SATs
  - Medical difficulties monitored
- 6.4** Early Years Action/School Action  
When a pupil's progress causes concern additional action is taken. The class teacher provides interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum offer and strategies.
- 6.5** The triggers for intervention through *School Action* are the teacher's or others' concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:
- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
  - Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
  - Presents persistent emotional and behavioural difficulties which are not improved by the behaviour management techniques usually employed by 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
- 6.6** An IEP/IBP needs to be written at *Early Years Action/ School Action* and should only record that which is additional to and different from the differentiated curriculum plan, which is in place as part of provision for all pupils. The delivery of interventions is the responsibility of the class teacher.
- 6.7** Early Years Action Plus/School Action Plus  
At Early Years Action Plus/School Action Plus consultation with outside agencies is required. At St Columba's Ladywood Outreach is generally the agency used.
- 6.8** Triggers for School Action Plus:
- Continues to make little or no progress in specific areas over a long period
  - Continues working at N.C. levels substantially below that expected of children of a similar age
  - Continues to have difficulty in developing literacy and mathematical skills
  - Has emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized 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"
- 6.9** An IEP/IBP is written and developed with the help of outside specialists. The delivery of the interventions recorded continues to be the responsibility of the class teacher.

- 6.10** School request for statutory assessment  
When a pupil demonstrates a significant cause for concern, having followed individualized programmes, a request for statutory assessment is made to the LA. This requires an assessment by an Educational Psychologist.
- 6.11** Statements of Special Educational Needs  
The LA may decide that the degree of a pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs is such as to require the LA to determine the pupil's special educational provision through a statement. The LA will make this decision when it considers that the special educational provision necessary to meet the pupil's needs cannot reasonably be provided within the resources normally available to school.
- 6.12** A SEN list is kept which records the stages and categories of pupils with special educational needs.
- 6.13** Every term the progress of all pupils is reviewed. Parents/Carers and pupils are invited to IEP reviews with the class teacher. New targets are set including one from the pupil/parent/carer, if they feel this appropriate. Prior to reviews, the SENCo oversees IEPs.  
IBPs are reviewed half-termly or as appropriate and are overseen by the SENCo.
- 6.14** Annual reviews of pupils with statements are undertaken in line with LA practice.

## **7 Access to the curriculum**

- 7.1** All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:
- Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 7.2** Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 7.3** Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. All pupils at *Early Years Action*, *Early Years Action Plus*, *School Action*, *School Action Plus* and with a statement have an IEP.
- 7.4** We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. This support can be through teaching pupils in appropriate groupings in the class or on a one-to-one basis.
- 7.5** ICT is used to provide access to the curriculum.

## **8 Arrangements for inclusion**

**8.1** We take account of all pupils' requirements and make provision to support individuals or groups of pupils to enable them to participate effectively in all aspects of school life.

**8.2** Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational, physical and behavioural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

**8.3** 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 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;
- Liaising fully with parents/carers;
- Referring children (Y4,5,6) to the Learning Mentor who is available to meet with them each day.

## **9 Evaluating the policy**

**9.1**

- Class teachers identify pupils who may have SEN in line with the procedures above and discuss provision with the SENCo
- Planning identifies differentiation, including where pupils are working towards targets on IEPs
- Time allocated for the class teacher to liaise with the TA
- The SENCo keeps a record of pupils with SEN and provides updated copies to the governing body, head teacher and class teachers
- Ensuring parents are well informed, invited to termly reviews and encouraged to share their views and concerns
- An increase in pupils' self-esteem
- SENCo meets with SEN governor termly to discuss how the policy is put into practice

## **10 Dealing with complaints**

**10.1** Parents will be given the name of the head teacher, Mrs. Baker, to whom complaints can be addressed.

## **11 Training**

## **11.1**

- The SENCo attends relevant courses each year
- TAs attend courses relevant to pupils they are supporting
- Class teachers identify their needs and attend relevant courses
- Whole school INSET is arranged as required. TAs are included
- Updates on behaviour

## **12 Using outside resources**

### **12.1** We have links with outside agencies that provide advice and support:

- Ladywood Outreach
- School nurse
- Behaviour Support
- Speech Therapy
- Occupational Therapy

## **13 The role of parents**

- 13.1** We value our partnership with parents and encourage them to make an active contribution to their child's learning. Partnership between parents and school is both informal and formal. Any contact is in an open relationship, understanding that parental views and anxieties are important. New parents are given information about the school's SEN procedure and invited to discuss their child's needs in the Nursery.
- 13.2** Parents informally discuss with the class teacher any concerns they have regarding their child, which are recorded by the teacher. Parents may arrange meetings with the class teacher/SENCo/head teacher whenever there is a concern.
- 13.3** Parents are invited into school to discuss with the class teacher any concerns regarding their child's development. Relevant information, from a wide variety of sources when necessary, is provided and a record of the discussion made.
- 13.4** We share the process of decision making with parents and discuss with parents any outside intervention required. We encourage parents to attend meetings with external professionals.
- 13.5** Parents inform the school of any additional support their child is receiving outside school.
- 13.6** We invite parents into school each term to share and discuss progress with their child and class teacher. They are involved in setting new targets for their child, and we discuss ways of supporting them to help their child achieve these.
- 13.7** In line with the Code of Practice, parents of pupils with a statement are invited to give advice and discuss the progress/concerns of their child at an annual review meeting.
- 13.8** Information on special educational needs is provided in the school prospectus.
- 13.9** Parents who may have literacy difficulties are encouraged to make this known to the class teacher/head teacher who can then convey information appropriately.

**14 Links with other schools**

- 14.1 As a feeder school to Thornleigh, there are close links between schools. The SENCo from Thornleigh visits to discuss the needs of SEN pupils when they are in Y5 and Y6 and is invited to annual reviews in these years. Support for pupil transfer is discussed.
- 14.2 When pupils transfer to another school, information is passed on to the school.

**15 Links with health and social services and voluntary organisations**

- 15.1 The school nurse monitors general health and development of children of school age. She will recommend/arrange input from other health agencies if this is required.
- 15.2 The Occupational Therapist will advise on, or ensure supply/construction of aids, which will increase a pupil's competence by overcoming or compensating for disability.
- 15.3 The Speech Therapist works with pupils, mainly at Brightmet Health Centre, and visits school to assess the progress of some statemented children, leaving programmes of work
- 15.4 A worker from the early intervention team visits school regularly liaising with the head teacher or pastoral support worker regarding pupil absences.
- 15.5 Social Services provide support for all parents/carers and pupils. Social workers can provide advice and help with finance; housing and child care difficulties and can liaise with the housing department and other agencies.
- 15.6 The SENCo, and class teacher, if appropriate, attend multi-agency Child Development Team meetings regarding under 5s, either attending, or wishing to attend the school.

*September 2012*