

SEN Policy



Last Updated: September
2016

St. Bernadette's Catholic Primary School

What we offer:

We believe that every child is unique and special and that we have a duty to ensure they grow in faith, in love and in their learning. The new Code of Practice reflects our educational philosophy that we are educators of the whole child. The four areas outlined in the Code of Practice identify four main areas of nurturing that children need. In addition to these four, we believe that spiritual growth is of equal importance and whilst this isn't directly reflected in the new Code, we are confident this area of nurture is addressed through our Collective Worship and everyday ethos in school. By committing fully to addressing the four areas in the Code of Practice, we are continually striving to ensure that every opportunity is given to allow each child to be and achieve the best they can.

SEN Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they :

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them 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.

The provision we provide for children with SEN is guided by the principle laid out in the SEN Code

- Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes **beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching**

(1.8 Definitions of special educational needs (SEN))

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Involving Parents & Carers

Accessing Intervention & Provision Management

At St. Bernadette's, as part of our commitment to ensuring all children achieve and quality first teaching, we have clear entry and exit data criteria for any child accessing interventions. In line with The New Code of Practice September 2014 we identify four areas of need:

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

St Bernadette's Graduated Approach

Any actions implemented form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people in our school. We are committed to involving parents / carers and the children themselves in identifying areas of needs and planning actions and provisions with agreement from all.

As part of our Graduated Approach we have identified waves of intervention. Some children and young people need something additional to or different from what is provided for the majority of children; this may be special educational provision. We, the family of St Bernadette's, endeavour to ensure that effective provision is made for those who need it. We firmly believe that

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

The following model explains the wave approach that forms our model of intervention:

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Waves of Intervention Model



The waves of intervention model describes how different levels of intervention can be understood and are systematically implemented following rigorous criteria and parental / child involvement.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Often children in this 'wave' **do not** have a SEN and with planned intervention can make progress. Over time, some children in this wave may display specific learning needs which demand a longer term intervention plan. With the support of the TESS (Targeted Education Support Service) in Wigan, school will identify the areas of need and plan accordingly to ensure the needs are met. This may require / include an identification of a specific educational need.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Recording Interventions and Monitoring Impact

At Wave 1

Before putting an 'intervention' in place, the class teacher must show evidence that their Wave 1 teaching includes:

- Teaching which 'tracks back' or forwards through relevant frameworks of learning objectives to identify those that are relevant to the child and linked to the work of the whole class;

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- Teaching which draws on a variety of teaching styles (open and closed tasks, tasks of varying lengths, visual, auditory or kinaesthetic learning, modelling of language for EAL learners) matched to the needs of individuals.
- Teaching which builds in access strategies (such as alternatives to written recording, provision of culturally appropriate resources) to overcome real or perceived barriers to learning.

Teaching and learning is monitored and evaluated as part of our whole school MER cycle. In addition to this, the SENDCO observes learning experiences in each class by following a child on their learning journey.

The class teacher must complete an IIF (Initial Intervention Form - appendix 1) on any child who causes concern for any of the four areas of education need as outlined above. This concern may also be highlighted by parents.

Rationale behind IIF (Initial Intervention Form incorporating Intervention Needs Analysis)

After identification of a child needing further support in one of the four areas of SEN as stated in the Code of Practice, a problem solving approach by means of completing an IIF is used to identify needs and plan interventions. This takes into account different factors that are impacting on the young person and is completed by the class teacher with the involvement the child, parents, SENCO and any other adult who has supported the child.

When needs are identified we consider their origin as this will impact on whether an intervention is likely to be successful.

For example if a child is having difficulty learning to read this may be due to a number of reasons, so a range of factors need to be considered. It could be a 'within child' factor, for example a child with a hearing difficulty who is finding it difficult to develop phonological skills as they cannot hear the sounds. It could equally be due to contextual factors, for example a child whose family situation is chaotic and so cannot concentrate at school and does not get to practice their reading at home. The intervention selected would be very different.

This is particularly important when a child is having 'behaviour difficulties', a behaviour that is a 'difficulty' to staff and others in the school is likely to be a solution to that young person. If an intervention is effective in stopping the unwanted behaviour it is likely another unwanted behaviour will develop in its place to achieve the same for the young person. For example a young person who 'explodes' every time they are presented with a written task may be using this as a way of hiding literacy difficulties. An effective intervention will be one that works on their literacy skills rather than on being able to manage their behaviour!

Once an IIF has been completed the following criteria is applied:

Score	Action	Parental Involvement	Review
Scores below 20 in one or more area	The child is highlighted as a target child to monitor in class	Discuss progress with teacher at beginning of each term during Pupil Profile Meetings	Ongoing review by class teacher. Formal review termly by Subject Co-ordinators at termly Attainment & Achievement Meetings
Score above 20	Child is highlighted as WAVE 1 having	Parents invited to share, discuss and sign the IIF	If the area of need is Communication & Language;

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in one or more area	intervention for 2 terms initially to monitor and decide if their need is one of SEN. At this point, this child is not identified as having a SEN	giving permission for the child to receive intervention	Behavioural & Emotional or Sensory & Physical, Mrs Bragg will meet with parents at the beginning of each term to discuss progress, update / amend Pupil Passport. If the area of need lies in Cognition & Learning the teacher will meet with parents at the beginning of each term to discuss progress, update / amend Pupil Passport.
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Any child who is identified as having intervention additional to that in class and been identified as having a SEN, (WAVE 3 Child) will have a 'Travel Log.' This is a file which tracks the child's interventions and progress.

On the basis of the pupils post intervention assessment results which occur termly; and other factors including observations during the intervention, the teacher is responsible for outlining the next steps for each pupil in collaboration with the parents at a termly Pupil Profile Meeting.

In addition to this termly review, each teacher is responsible for planning and monitoring the work for each child on a weekly basis.

The intervention sheet focuses on evaluating the impact of the intervention for individual pupils' progress. It is also important to consider the overall effectiveness of the intervention and what has impacted on this. This will enable decisions to be made about:

- Whether to run the intervention again
- How to alter the intervention before using it again
- Staff training implications – are staff confident and skilled in using the approach

In addition to an IIF form being completed the school Cognitive & Learning data is used.

It is applied at the end of each term based on a range of assessments including teacher assessment. Each child is discussed during the termly Attainment & Achievement Meetings and provision agreed and planned with staff and parents.

The focus of provision management is what our school is offering to meet identified needs - it is not about identifying or labelling 'deficits' within children.

Please refer to our school offer for detailed information regarding school's approach.