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<h2>SEN & Inclusion Policy</h2>			

Mission statement
Learning Through Faith

At St Clare's school, we are committed to offer an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Everyone is respected and celebrated as a unique, special and gifted individual.

Definition of Special Educational Needs:

Children have special educational needs where their learning difficulty calls for special educational provision to be made for them which is different from or additional to that normally available pupils of the same age. St. Clare's aims to provide support for your child, sometimes with the help of specialists. If a child has special educational needs they may need extra help in a range of areas, for example:

- Understanding information
- Reading, writing or numeracy
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Personal organisation
- A sensory or physical need that may affect their learning

Children in the EAL category will not be regarded as children with Special Educational Needs. They will be supported with EAL resources. As stated in the SEN Code of Practice (2015) we recognise that 'Difficulties related solely to limitations in English as an additional language are not SEN.' We would look very closely at all aspects of the child's performance in different areas of learning to establish whether the lack of progress is due to limitations in their command of English or if it arises from SEN.

Aims

- To be a fully inclusive school.
- To ensure that **all** children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs (SEN) and/or disabilities have their needs identified.
- To ensure that all pupils with SEN and/or disabilities are able to fully access the curriculum by removing their barriers to learning.
- To ensure that all pupils with SEN and/or disabilities are included in all aspects of school life.
- To achieve high levels of satisfaction and participation with the child and parents.

The specific objectives of our SEN policy are as follows:

- To identify the needs of pupils with SEN and/or disabilities as early as possible.
- To make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.
- To put effective special educational needs provision in place to overcome all barriers to learning.

- To monitor the progress of SEN pupils effectively.
- To ensure pupils with SEN and/or disabilities reach their full potential.
- To ensure pupils with SEN and/or disabilities are given the support necessary to fully access to the National Curriculum.
- To seek the support of relevant external agencies in the provision of pupils with SEN.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure that learners express their views and are fully involved in decisions which affect their education.

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified.

Identification

The identification of SEN is built into the overall monitoring of all pupils. Indicators of possible additional needs would be:

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- Teaching staff are responsible for raising concerns about pupils with the SENCO. Opportunities to do this are during termly progress meetings. However, concerns can be raised at any time if an urgent review of provision is required.
- The SENCO will monitor the pupil's needs and investigate further through speaking to parents and staff and working with the child, observations and diagnostic testing.
We use a number of additional indicators of Special educational needs including;
 - Small steps tracker (phonics)
 - Tracking progress over time
 - Working closely with the assessment co-ordinator
 - Completion of initial concerns forms
 - Information from other services
 - Information from home
 - Other diagnostic tests e.g. BPVS, Vernon

We consider the strengths and needs of the whole child, not just their area of need. We also consider their aspirations and future hopes.

- Once all parties agree that special educational provision within school is to be made, the pupil will be placed on the SEN record.
- An Individual Educational Plan must be agreed at this stage with parents and the child and then reviewed at least termly.
- Once an external professional becomes involved, their advice should be reflected, where possible, within the IEP targets agreed

The Code of Practice recognises that children's needs and requirements may fall within or across four broad areas of need. These are:

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

We recognise that children often have needs that fit into more than one or all of these areas and their needs may change over time.

There is no longer a category for behavioural difficulties. Any concerns relating to a child's behaviour should necessitate the need to investigate further the underlying cause of the behavioural difficulties. Behaviour as a need, will no longer be an acceptable way of describing SEN.

The SENCo maintains a SEN Support Record which is reviewed and updated termly. The parents will be fully involved in the decision of adding or removing a child from the SEN support Record.

The graduated approach to SEN

The SEN code of practice (2014) outlines the graduated approach where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

The support will take the form of a four- part cycle of **Assess, Plan, Do and Review**.

- **Assess.** Each term, the teacher assesses the child's progress based on a number of sources as outlined above. The SENCo will also track the children on the SEN Support Record and meet the teacher at least termly, to discuss the child's progress in detail.
- **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENCo and the child's parents to discuss the provision and targets for the next term which will be recorded on the child's IEP.
- **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. High quality teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this.
- **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. The teachers use a range of assessment and tracking tools as outlined above. The teacher will liaise with both the SENCo and parents to inform them of the results of the review and the next steps for the child. The SENCo will meet with the class teacher and together they will look at intervention evidence and analyse trackers to ensure the targets are appropriate and are being met.

Individual Education Plans (IEP)

- An IEP is a planning, teaching and reviewing tool for SEN pupils.
- Parents should be involved in the formulation and review stage of the IEP. This can be done through a letter home and / or inviting parents to attend IEP review meetings at an extended parents evening.
- IEP targets must be Specific, Measurable, Attainable, Relevant and Time-bound (SMART).
- The IEP should set out what additional provision is being made, when and how it is provided and by whom.
- A copy of an IEP must be provided to parents.
- It is the class teacher's responsibility to ensure the child knows their targets on their IEP plus the steps towards achieving them.
- IEPs will be reviewed at least once per term.
- The SENCO must monitor IEPs.
- The IEP is a working document and should be made accessible to all concerned.

Statutory assessment

- If the school is unable to fully meet the needs of a pupil or the pupil is giving significant cause for concern, following all other possible/recommended actions, then a request for statutory assessment may need to be considered.
- The SENCO is responsible for preparing and submitting the statutory assessment paperwork.
- Sometimes a request is made by parents, in which case, school will await to receive the request for further evidence.

Removing children from the SEN register

If a child is progressing well; the gap narrows sufficiently for good quality teaching and differentiation to suffice; and it is likely they no longer require a higher level of provision and support, then the child will be removed from the SEN register. This is after consultation with all stakeholders including the child and parents.

Roles and responsibilities

SENCO

The named SEN coordinator for the school is Mrs Joanne Lees and can be contacted by making an appointment at the school's office. Mrs Lees holds the National award for Special Educational Needs Co-ordination.

Her responsibilities include:

- The day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Advising on the graduated approach to providing SEN support.
- Taking the lead in managing provision for pupils with Special Educational Needs.
- Updating and overseeing the records of all pupils with Special Educational Needs.
- Ensuring effective communication with parents.
- Storing and organising SEN information on pupils.
- Maintaining the SEN record for the school.
- Liaising with external agencies.
- Working with the SEN Governor.

The SENCO attends regular meetings through SENCO Network (led by Kate Browning) to keep up to date with National and local developments related to SEND.

The SENCO is part of the Coalville Family of Schools and Academy Trust SENCO groups which meet regularly to share good practice.

Pupil involvement

- To make a contribution towards the IEP or IBP.
- To know their targets and the steps they need to take to achieve them.
- To work as hard as they can all of the time in order to achieve their targets.
- To tell a parent, teacher or teaching assistant if they are finding something difficult or if they have concerns.

Parental Involvement

Parents will be able to provide very valuable information regarding the needs and abilities of pupils. They may also be able to provide valuable support at home and should be made aware of how school are

supporting their children. Their views should be obtained when determining IEP targets and reviewing the progress made.

The school must make every effort to inform parents about:

- The identified needs of their child.
- The interventions being delivered to their child in school.
- How parents could support their child at home.
- The agencies that are involved and their advice.

Parents are invited to an extended parent's evening to discuss progress. If they are unable to attend, a copy of the IEP will be sent home for the parents to make comments and sign. A copy of this will be provided for the school and the parents.

The Governing Body

The Governing Body as a whole are responsible for making provision for pupils with special educational needs. The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has SEN and/or disabilities.
- Ensure that staff are aware of the importance of identifying and providing for, those pupils with SEN and/or disabilities.
- Report annually to the Governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, involvement with outside agencies and resource allocation.
- Ensure that pupils with SEN and/or disabilities have access to all areas of the curriculum.
- The governor with responsibility for Children with Special educational needs is Sarah Noon.

The Head teacher

The Head teacher is Louise Freeman.

- The Head teacher has overall responsibility and will keep the Governing Body informed.
- The Head teacher will work closely with the SENCO.
- The LA will inform the Head if they agree that a pupil requires an Education Health and Care plan.
- The Head teacher takes responsibility for prioritising the training needs of staff. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

Class teachers

Class teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They are the people in school who have the greatest knowledge of the children in their care. They will usually be the ones who notice a child is experiencing difficulties. When this happens they will need to attempt to meet these needs through differentiation within the classroom by:

- The materials or equipment used
- The structure and organisation of the learning environment
- Ways of motivating the child
- The skill or subject matter to be learned

If this does not improve the situation, then the teacher will complete the 'Initial Concerns Form' and follow the procedures outlined in this policy.

They are responsible for

- Working together to develop and review procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities.
- Reporting concerns to the SENCO.
- Liaising with parents regarding IEPs.
- Differentiating work appropriately for pupils with SEN and/or disabilities.
- Ensuring all pupils are able to contribute during lessons and are included in activities.
- Reporting training needs to the SENCO.
- Ensuring Teaching Assistants have a copy of relevant IEPs or a summary of IEP targets for pupils they are working with.

Teaching Assistants

Teaching Assistants are responsible for:

- Working with the class teacher to provide effective support and differentiation for children with SEN.
- Follow planning and IEPs and seek further guidance from the teacher if necessary.
- Giving verbal or written feedback to the class teacher about progress of individual pupils working in their group to feed into the class teacher's assessments.
- Organising and running any intervention requested by the teacher and/or the SENCO, given the necessary training and time for preparation.
- Liaising with the class teacher regarding concerns or successes about individual children.

Support/ Resources

- The support staff are trained to run the following interventions/support-
 - Moving On Reading and Writing
 - Ruth Miskin: Read, Write Inc
 - Supporting children with gaps in their mathematical understanding.
 - Catch up maths
 - Catch up reading
 - Precision teaching
 - Lego therapy
- The school has two trained ELSA 's who support any children emotionally when identified by the class teacher, Senco and /or parents
- Homework club has been set up where children with special educational needs are prioritised and offered extra support with their learning.

External support services

- External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.
- The school make seek advice from the Educational Psychologist for the area.
- In addition the school may seek advice from Specialist Teaching Services for children with sensory impairment, physical or other learning difficulties.
- Liaison meetings with the Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage.
- The speech and language therapist supports children with significant speech and language difficulties.
- All outside agencies can be asked to contribute to any reviews concerning the child.

Parental complaints

- Initial concerns may be reported to the class teacher or SENCO. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.
- If the concern is not resolved, a complaint should then be made to the Head teacher.
- If the action taken by the Head teacher does not resolve the concern, the complaint should then be made to the Governing Body.

If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority

Admissions arrangements

- Admission arrangements for SEN pupils will be the same as for all others. The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.
- Children who have a Statement of Special Educational Needs or Education Health and Care Plan which names the school will be admitted on entry (see Admissions Policy).
- Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.
- SEN paperwork must be passed to the SENCO as soon as possible. A transition meeting may be set up between the feeding school and the SENCO in order to facilitate the transfer of important information and to make the adequate arrangements, in advance (where possible) of pupils attending.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.