



## **St Thomas More Catholic Primary School, A Voluntary Academy**

### **SEND Policy** **2016/2017**

#### **Introduction**

St Thomas More school has a named SENCo (Mrs Claire Round who is undertaking the new Government SENCo qualification, and who is also the Deputy Head teacher.

Mrs Round ensures the 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 Thomas More, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through teaching style, differentiation, organisation, teaching materials and use of support.

If pupils do not make expected progress, even when teaching approaches are targeted at a pupils identified area of need, then the pupil may be identified as having a special educational need.

Our guiding principle is one of inclusion.

We seek to identify, break down and remove barriers to learning.

The four areas of need, as identified in the new Code of Practice (September 2014) are:

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

*Behaviour, or "BESD" is now no longer a category, being included now within "social, mental, emotional health"*

### Objectives in making provision for pupils with SEND:

- To draw on parent knowledge and expertise in relation to their child
- To ensure that all pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs
- To ensure early identification of pupils with SEND
- To ensure parents and pupils are fully consulted at every stage
- That class teachers, with support from the SENCo, identify and meet the needs of SEND pupils
- To offer high quality support to ensure that all needs are met
- To liaise effectively with outside agencies in supporting and meeting needs of children with SEND

### Roles and responsibilities:

#### **SENCO:**

- Day to day management of SEND
- Hold multi-agency meetings
- Support teachers in meeting the needs of children with SEND
- Organise Annual reviews for Statemented/EHCP children
- Organise reviews for those children with a 'My Plan'.
- Coordinating provision for children with special educational needs
- Liaising with external agencies
- Produce a termly report on SEND for the Governors

#### **Class teachers:**

- Identify children with SEND as early as possible
- Ensure correct procedures are followed for placing a child at "SEND support".
- Adapt the curriculum to best meet the needs of pupils
- Write and review IEPs with support from SENCO where appropriate

#### **SEN TA's:**

- Work with class teacher and SENCO to provide an inclusive curriculum
- Ensure focussed work takes place on specific areas of need e.g. specific reading activity- focused sessions for children with reading difficulties
- Keep regular and appropriate records of the work undertaken, including achievements, strengths and areas for development. Report these as required
- Work under the direction of the class teacher

## **Admissions & Inclusion**

Please see the school's admissions policy for full details of our admissions criteria.

## **Special Facilities**

St Thomas More Primary has wheelchair access as well as two accessible toilets. The outside classroom also has a ramp to allow access.

## **Allocation of Resources**

The LA provides the school with funding towards supporting the needs of some children with SEND depending on their need. In addition, the school plans and provides extra funding from its own budget. The school uses its SEND budget for:

- Staff to support children with SEND
- Specialist resources and equipment
- Training for teachers and teaching assistants so they can meet pupils needs effectively
- The allocation of resources is based on the needs of the children

## **Identification of pupils with SEND**

Every child is individual. They all develop and learn at different rates. This means that different teaching styles are used in the classroom to support individual and groups of children with their learning. All planning, high quality first teaching, assessment and evaluation takes account of the wide range of abilities, aptitudes and interests of the children. Most children benefit from these different approaches and make good progress, whilst other children may require more support.

If parents or the school are concerned that a child is not making expected progress it is possible they may have additional needs or special educational needs. The SEND Code Of Practice sets out a graduated approach that recognises that children learn in different ways and can have different kinds and levels of SEND.

## **Initial note of concern**

The school will contact parents if they have concerns about the progress and development of their child. The class teacher will complete an initial note of concern form, stating what the concerns are and what action will be taken. A child will only be monitored at this stage. They will not be added to the SEND register and an IEP will not be produced. The class teacher will then speak to parents if they feel it is necessary to move their child to Early Years Action/SEND support.

### **Early Years Action**

Through Early Years Action, a pupil in our reception class, may get help that is either extra to and/or different from the support children receive through differentiation. The class teacher in conjunction with the SENCO will collect information about a child and use this information to decide what extra or different help is needed. At this stage a child would go onto the school's Special Needs Register and an Individual Education Plan (IEP) or a Behaviour Improvement Plan (BIP) would be written. The IEP/BIP will focus on 3 or 4 small targets that match the needs of the pupil. IEP/BIP are reviewed on a termly basis with parents, usually at Parents Evenings. Further support is offered by the Early Years Inclusion Team. A referral would be made to this service, after a conversation with parents.

### **SEN school support.**

The triggers for "SEN school support" will be that, despite receiving individualised classroom support, 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 mathematics skills
- has emotional or behavioural difficulties which substantially and regularly

interfere with the child's own learning or that of the class group, despite having an individualised 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.

The above will be done in partnership with parents.

### **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. If a child has an "iep" this is reviewed at the end of each term, and shared with parents.

If progress towards targets is made, the pupil may require help over and above that which is normally available within the particular class or subject.

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Adequate progress can be identified as that which:

- ☐ Prevents the attainment gap between the child and his peers from widening.
- ☐ Closes the attainment gap between the child and his 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, we will seek out specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

We will record the steps taken to meet the needs of individual children through the use of an

IEP (Individual Education Plan) and review termly.

The SENCO will have responsibility for ensuring that records are kept and available when needed. If a child has a wide variety of complex needs, a '*my plan*' will be written with parents to set outcomes for the child. These outcomes will be reviewed regularly. If the child is not making progress with these outcomes, we refer a child for statutory assessment/Education Health and Care Plan, and we will provide the LEA with a record of our work with the child to date.

*When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and a specific intervention will be put in place and monitored. If no progress is noted after a period of half a term parental permission will be sought to add the child to the SEND register in school*

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Reviewed: 15.12.16