

**ST PATRICKS RC PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS POLICY 2017**

This policy is a statement of the aims, principles and strategies for implementing Special Educational Needs throughout the whole of St Patricks Primary School. In teaching children with Special Educational Needs we will nurture the children's spiritual, moral and social development within our Catholic ethos. The policy will be reviewed in line with the priorities set in the School Development Plan.

**"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and ease; for others it is fraught with obstacles. (Warnock Report, 1.4)**

**Our Mission Statement**

**"I come that they may have life and have it to the  
full" John 10 Verse 10**

**St. Patrick's is a Catholic school**

**with Christ as our vision.**

**In our school,**

**we foster an atmosphere**

**of love and respect**

**for God and each other.**

**We value and appreciate each member of our  
school community as unique.**

**We value different identities in order  
that each person may live life in all its fullness.**

**We aim to deliver a curriculum which meets the needs of all our children and is rooted in the Gospel stories.**

**We value the faith, culture and traditions  
of every child and we encourage partnership between  
parents, school, parish and local community.**

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**General Objectives**

**“All children are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives, and make successful transitions into adulthood” (Code of Practice 2014)**

At St Patrick’s RC Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a challenging curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the curriculum by pupils with Special Educational Needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

**We therefore intend. . .**

- To have regard to the Code of Practice on the identification and assessment of Special Educational Needs.
- To follow the guidelines laid down by Oldham Local Authority.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- To provide a differentiated curriculum where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the schools usual curriculum
- To recognise the importance of early identification and if the child’s difficulties become less responsive to the provision made by the school, then an early start can be made in considering the additional help that the child may need.
- Where a child is recognised as having a Special Educational Needs an individual Action Plan (IAP) will be drawn up, tailored to each individual child’s needs. Aspirations of the child, parents and school will be discussed and realistic targets will be set. The plans will be reviewed/evaluated each term and involve the child, parent and teacher.
- To use a variety of complimentary approaches to support the class teacher and child – differentiation, 1-1, whole class, within the class or withdrawn when appropriate.
- To include the child within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LA.

**Code of Practice**

The code of practice offers guidance designed to help schools make provisions for pupils with Special Educational Needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that St Patrick’s RC Primary School will provide in line with the Code of Practice.

**Areas of Need**

Children will have needs and requirements which may fall into at least one of the areas, many children will have inter related needs. The areas of needs are,

- Communication and interaction
- Cognition and learning
- Emotional, social and mental health
- Sensory and/or physical
- Medical

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**Identification of Assessment**

The Education Act 1996 and Code of Practice 2014 say that a child has a Special Educational Need (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either

- Has significantly greater difficulty in learning than the majority of children the same age.
- Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special education provision means educational provision, which is additional to, or different from the provision made generally for children of the same age in a mainstream school.

Whether a child or not has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another. (Excellence for all Children, DfEE, October 1997)

Therefore the importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parent carer
- Child
- Class teacher/ TA assessment
- Response/length of time on SEN register
- Any of the support services mentioned later
- Records-transferred from another school
- Baseline Assessments
- SAT results
- In house testing and assessment
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to;

- Their performances monitored by the teacher as part of on-going observation and assessment
- The outcomes from baseline assessment results
- Their progress against numeracy and literacy targets
- Their performance against the level descriptions within the curriculum at the end of a key stage
- Standardised screening or assessment tools.

**English as an Additional Language**

The identification and assessment of the Special Educational Needs children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from QEST or EP if necessary.

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**School Model of Assessment and Provision**

Where progress is not adequate, it will be necessary to take some additional or different action to enable to pupil to learn more effectively. Whatever the level of pupils difficulties the key test of how far their learning needs are being met whether they are making adequate progress

Adequate progress can be defined in a number of ways i.e.-

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters 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

If a child's progress is inadequate then the class teacher will discuss actions to take, the child may take part in a booster intervention. If their progress is still inadequate after this intervention then the class teacher will have a discussion with the SENCO and will fill out the cause for concern form and monitored briefly for half a term. The class teacher will then discuss a child's progress with the child's parents. In consultation with the child's parents, a decision may be taken to provide support and interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies. This is known as SEN support.

**SEN SUPPORT**

The triggers for intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities.

- Makes little or no progress in specific areas over a long period
- Works at stages substantially below that expected of children of a similar age
- Has difficulties in developing literacy and mathematical 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 specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The above is a graduated response of action and intervention when a child is identified as having Special Educational Needs, but must not be regarded as steps on the way to an Education, Health and Care plan, as some children will require less rather than more help if the intervention works successfully. The interventions are a means of matching continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from QEST and/or the Educational Psychology Service and a consultation request will be made.

Following consultation advice would be taken as to future and further action. This may be through a request for an Education, Health and care plan.

**Education, Health and Care Plan**

A child will be brought to the LA's attention as possibly requiring an assessment through:-

- A request for a plan by the school
- A request for a plan by the parent or

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At St Patricks RC Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively the resources normally available to the school then we would make a request to the LA for an Education, Health and Care Plan.

Applications for a plan made by the school or parents, may not lead to one being carried out.

How the assessments work

Section 9 of the new SEND Code of Practice: 0-25 years sets out how the assessments should be carried out how the Local Authorities should go about writing an EHC Plan.

Some of the key points include

- The views of the children, young people and their families must be sought and they must be involved during the assessment process
- Disruption the family should be minimised. This includes avoiding multiple assessments and appointments. There should also be a 'tell us once' approach so that families do not have to repeat the same information to different professionals.
- Families should be provided with impartial information, advice and support. In the case of young people over the age of 16, a separate service of impartial information, advice and support should be available to them. Young people may also be provided with an advocate by the Local Authority to make sure that their views are heard and acknowledged.
- The assessment process should be carried out in a timely manner and it should not take longer than 20 weeks to issue a plan.
- EHC Plans should be focused on the outcomes an individual child is expected to achieve. Any targets must be specific and set out what support is needed to achieve those outcomes.
- EHC plans should be clear, concise and positive. They should also be free from jargon
- It should reflect the views of the child/young person

EHC Plans must include separate sections on:

- The views, interests and aspirations of the child or young person and family (section A)
- What the social educational need is (section B)
- Any health needs relating to their SEND (section C)
- Any social care needs relating to their SEND (section D)
- The outcome sought for that individual child or young p[erson (section E)
- What support is needed for the child or young person's SEND (section F)
- What support is needed from health or social care services (sections G and H)
- The name and type of school or other placement (section I)
- Personal budgets (section J)
- Advice and information gathered during the assessment (section K)

The EHC plan can also include wider information about a child's social care needs.

If a child or young person has received a social care assessment under what is known as the Chronically Sick and Disabled Persons Act, then any support identified as needed under this assessment must be included in an EHC plan.

Other social care assessments can also feed into the EHC plan, providing that it relates to the child's Special Educational Need. Steps will be taken to ensure sensitive information, including about particularly vulnerable children, is not disclosed more widely than it needs to be.

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□ **Guidelines for EHC Needs Assessment** – Guidelines need to be applied when considering whether it carry out an Education, Health and Care needs assessment

Preparing EHC Plans

Local Authorities will be adopting a key working approach whereby the family has a single point of contact.

A key workers role is usually to support the family by liaising with the different professionals involved in any assessments of the child and to coordinate everything.

Families may, in addition, receive support from an independent supporter from the voluntary or private sector.

Independent workers are intended to help families through the process and would be someone who does not work for the Local Authority.

All EHC plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate

**Individual Action Plan**

An IAP should be used for individual pupils on:

- SEN support
- For pupils with statements of SEN/ EHC plan.

An IAP is used to help children and parents aim high, having high aspirations.

It identifies strengths, areas needed to be developed and interventions/support needed to develop these areas.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An IAP should focus on up to three or four key individual targets and should include information about:

- the short term targets set after discussions with pupil and parents
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IAP is reviewed)

**Monitoring and Reviewing IAPs**

Ideally IAPs should be continually kept under review. However the success of all IEPs will be evaluated three times a year (Oct/Nov, Feb/March, and June/July).

**Graduated Response**

Interventions as described at SEN Support will encompass an array of strategies and embody the following principles:

- provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

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**Class Special Needs Folder**

In each classroom there is an SEN folder, this folder contains master copies of all relevant forms that a class teacher may need. They also contain information and advice on particular SEN areas of need, when new relevant information is received the SENCO will distributed it to teachers to add to the file. This file is to be used as a tool for teachers.

Class teachers will keep an IAP file which contains the children's IAPs, as well as IAP planning/activities. It will also include reports from professionals involved with individual children.

Class teachers may also keep a Provision Map, containing the provision maps and relevant information about all of their children.

During the year children's needs change. They may cease to need support and so after a discussion with the SENCO, and the parents, they child may be removed from SEN support.

**Other Records**

Some teachers may keep records, which are part of their continuous assessment. If this is the case they should be recorded formally on an official school form. **No notes or anecdotal jottings should be kept in diaries or notebooks.**

- Mark books
- Individual records of support work kept by the support teacher
- Records of children who are working on specific programmes
- Reading interview sheets
- Examples of work – see records of achievement and assessment folders

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as SATs, A. MENTORING and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service must be accessible both in terms of its location and its content to all support agencies involved with the child.

At St Patricks we record assessment information on Target Tracker and every half term and every term, the SENCO/ and or Deputy Head meet with each class teacher to discuss the progress of all children. Intervention information and differentiation is discussed as well as vulnerable groups.

**Medical Information**

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher and kept in the class SEN file.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed, could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school nurse, or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

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**The Role of the SENCO**

At St Patrick's the SENCO is Miss D Taylor. Miss Taylor has an Honours Degree in SEN. The role of the SENCO is:-

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers/TA's
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- work closely with the nominated Special Needs Governor
- keep SEN information up to date on the website
- keep the SEN information report up to date

**Ideas to assist with the meeting of SEN**

We do need to be particularly aware of some children who have SEN. Children who learn at a slower rate than their peers, or who are developmentally delayed, who progress more slowly and may need some support with classroom tasks, either from the class or a support assistant/ teacher.

Children who have specific learning difficulties, often involving language tasks. This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support. The child may get additional support from school or external support services.

Children with physical handicaps which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems. These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE.

Children who are underachieving because of poor work attitudes and/or behavioural difficulties. These children may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Children who are passive or withdrawn. These are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse.

**Planning the Curriculum**

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

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**Differentiation by the class teacher**

The main aim is always to give children differentiated access to all aspects of the curriculum, with priorities which are

- |           |   |  |
|-----------|---|--|
| Real      | - | relating to the child's needs                      |
| Relevant  | - | so that the child sees the purpose of the activity |
| Realistic | - | so that the child can achieve success              |

This means – differentiation of work by:-

- Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
- Breaking difficult tasks down into more manageable parts, across the curriculum.
- More attention to the child's point of entry.
- More variety between practical and written tasks.
- Making use of computers where useful.
- Building on a child's strengths and interests, rather than dwelling on their weaknesses.
- Modifying of work and activities when necessary.
- Being aware of the differing concentration levels of children within the class.
- Praising and enhancing self-esteem.
- The setting of achievable targets.
- Effective use of additional staff, parents and other children.

**Classroom Organisation**

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and makeup of the class.

**Managing Children**

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, mismatch of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

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**Code of Conduct**

Whole school expectations by all who work in our school are that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

**Behaviour expectations**

All teachers have behaviour expectations. These are discussed and/or displayed in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

**Managing the classroom/resources**

Make task demands specific and realistic, so that children know exactly what is expected of them. Ensure that work is challenging but not daunting.

Decide what is the minimum amount you expect from individuals. Some children may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the child understands the value of the work for them as a learner, to encourage intrinsic motivation.

Use praise and a positive approach as much as possible with all children. Ms Taylor is an advocate of the 'Catch them being good' strategy and asks all staff to notice children who are behaving correctly. Give children attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.

Accept that some children find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly in a child who finds it difficult to cope with classroom demands.

Praise positive behaviours, discuss inappropriate ones, ensuring that the 'Language of Choice' is used and avoid comments which suggest that you expect poor behaviour or work from a child.

A few children may need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:

- Praise by staff/colleague
- Choosing an activity for himself or a group
- Being first out of the classroom when a session ends
- Choosing a story, poem or song for the class
- Showing work to another member of staff or parent
- Sticker or certificate (available in school)
- Positive learning award
- House points

**Managing Challenging Behaviour**

It is very important that staff should enlist the help of the Head/Deputy/SENCO before a child's needs become acute, in monitoring progress and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

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**Exclusion from school**

Occasionally, a child finds the following of our behaviour expectations very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. Prior to an exclusion we will have worked closely with the parent/carer, however a serious incident may still result in an exclusion from school for a set number of days. The school follows Oldham Local Authority guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers to appeal the exclusion.

**Roles and Responsibilities**

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

**Access and Integration**

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all Curriculum subjects at the appropriate stage and programme of study. All children within St. Patricks are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

**Admission Arrangements**

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within the family of St Patrick's if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs

**Special facilities- Nurture Groups**

Children in some classes will benefit from Nurture Group if they display any of the following:-

- Withdrawn or quiet within the classroom
- Worries about a particular aspect
- Poor self esteem
- Poor attainment
- A need to develop relationships with peers and/or adults.
- Behaviour

The length of time spent in the Nurture Group is dependent on the individual needs of the child and their rate of progress.

**Whole School Staffing**

The class teacher accepts responsibility within their day to day management of their class for meeting the needs of all their children. We have Teaching Assistant support within the school who contribute greatly to the support of all children within the classes. They excel at helping develop skills in all areas. We must also not forget the invaluable role parents play within our school listening/talking to children, supporting groups and individual children under the direction of the teacher. Also the invaluable support most of our parents give to their own child.

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**Governor/Staff Training**

We will continue to develop staff expertise by making full use of courses provided by the Local Authority, National conferences and other agencies or INSET drawing on staff specialisation. The SEND Governor, Dr Rao, will receive feedback about any training attended by the SENCO during their termly meetings. Training needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs.

**Partnership with Parents (all those with parental responsibility)**

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

All parents have access to St Patrick's SEND information Report (found on the schools website).

The schools website also includes a link to Oldham's local directory, a directory of all services available in Oldham.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request an Education, Health and Care plan.

POINT (Parents of Oldham In Touch) are a nationally recognised charity, run by parents, for parents. POINT specialises in signposting and offering support to parents of children with SEND. POINT are invited into school annually to chat to parents informally and to signpost to other agencies and/ or offer advice. Links to POINT are included on the school website.

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**Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision -making related to their development. Most children have their own views on how they see their special needs which may give insight into the issues experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IAP's, including aspirations, target setting and review arrangements having their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

**Partnership with other schools**

The school liaises with all local feeder schools; a meeting usually takes place between the year 6 teacher and a representative from the secondary school, if it is felt necessary the SENCO of St Patrick's will also attend. During this meeting relevant information will be shared. If support with transition is needed this will begin as soon as the child and school are aware of the placement.

When a child transfers to another primary school records and information is forwarded. The SENCO is available if the placement needs further information.

**Complaints Procedure**

Parents/carers are asked to speak to the class teacher, SENCO or the Head teacher in the first instance. If the matter is not resolved then parents should be made aware of the schools complaint procedure and policy and follow the guidance within it. This policy can be found on the school website.

**Evaluation of Success**

Evaluation of the success of this policy requires evidence of:

- Continuing to increase parental and pupil involvement.
- Implementation of the New Code of Practice.
- Development of IAP's.
- SEND Information Report written, including views of children, parents and staff.
- Continuing early identification of SEN.
- Continuing to develop relationship between child and adult who works with them on a regular basis.
- Further developing links with other schools and agencies and within the community (SEN hub, Jigsaw network).
- ASD training and Inference training for all staff.

**Long term Targets for Future Development**

1. To begin to identify new common areas for development amongst staff (due to new staff members joining the St Patrick's Family)
2. To embed the person centred review approach within the classroom teacher role.
3. To develop costed provision maps.

Policy rewritten July 2017  
Policy to be reviewed in July 2018