

St Thomas of Canterbury Catholic Multi Academy Trust Disability and Special Education Needs Policy



Approved by: Standards Committee: Summer 2018
To be reviewed: Spring 2020

Ethos and Mission Statement

The Mission of St Thomas of Canterbury Catholic Multi Academy Trust:

We are committed to providing a safe and secure environment where every child is encouraged to reach their full potential with regard to their spiritual, moral, social, cultural, academic and personal qualities.

Our aim is that all children will grow in self-confidence, become responsible and caring members of society and develop a life-long love of learning.

We aim to instil 'British Values' by making decisions together, developing an understanding that rules matter, ensuring individual liberty, and promoting mutual respect and tolerance.

We intend that our delivery of the curriculum reflects these aims, through continuous evaluation of all that is done in school.

The mission requires equality of opportunity and the co-operation of all stake holders in the Catholic Multi Academy Trust to foster a Christian atmosphere and an inclusive Catholic Community.

To achieve these aims we endeavour to:

Pray with and for each other.

Learn together by sharing the best of ourselves.

Show consideration and care for others.

Treat others as we would like to be treated ourselves.

Support each other in our journey of Faith.

Within the Academy we believe that each pupil has individual and unique needs. However, we recognise that some pupils require more support than others and will need additional help throughout their time in school. Other children may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to create a school environment, which nurtures the whole child, allowing for the development of the individual's potential, giving him/her a framework for living where sound relationships can be established and everyone has dignity and is valued.

Pope John Paul II stated:

An all-round education seeks to develop every aspect of the individual: social, intellectual, emotional, moral and spiritual. For there is an ecology of human growth which means that if anyone of these elements is overlooked all of the others suffer.

St Paul's R.C. School Mission Statement:

MISSION STATEMENT

"In Him we live and move and have our being" – Acts 17

This school is an overtly Catholic Community of faith. It bears witness to the Gospel values of mutual respect, love, forgiveness, hope and the development of the gifts and abilities which each one of us has.

The mutual active support of staff, children, parents and governors is needed to put these values into practice in the day to day living of the school.

We aim to:

- Identify and assess children with SEN as soon as possible
- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their child's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Roles and Responsibilities of Headteacher, other staff, governors

The responsibility of meeting the educational needs of all children in our classroom lies with us, *'All teachers are teachers of children with special educational needs'* (SEN Code of Practice pg.44). It is important to note that all staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

A Graduated Response to SEN

Learning Support Assistants should:

- Be fully aware of this Policy and the procedures for identifying, assessing and making provision for pupils with SEN, as directed by the Class teacher
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum
- Making themselves aware of this policy, and procedures for identification, monitoring and supporting pupils with SEN - Pupil Progress Procedure (Appendix 1)
- Giving feedback to parents of pupils with SEN

The Special Educational Needs Co-Ordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of this Policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN, including support and intervention.

- Supporting class teachers in devising strategies, advising on appropriate resources for use with pupils with SEN and on the effective use of resources, including support staff in the classroom
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information; e.g. tracking of success of interventions and class based assessments
- Contributing to the internal training of staff
- Keeping own skills updated by reading, researching and attending appropriate SEN related courses and training
- Reporting to Headteacher and Governors on key issues.

The Headteacher has responsibility for:

- Allocating roles and responsibilities to staff so that special needs are met
- Working closely with SEN staff within the school
- Reporting to governors on the needs of SEN children
- Ensuring that the needs of SEN children are met within the school.

The governing body will ensure that:

- SEN provision is an integral part of the school improvement plan
- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They report to parents on the implementation of the school's SEN policy
- They have regard to the requirements of the Code of Practice
- The quality of SEN provision is regularly monitored
- Financial resources are available to carry out the SEN policy
- The policy is subject to a regular cycle of monitoring, evaluation and review

Enhanced Mainstream School

St Paul's R.C. Primary School offers an Enhanced Mainstream Provision.

Since the inception of the Complex Needs unit in 2009, staff have developed a wide range of expertise in providing full inclusion for children with social, emotional and mental health including attachment issues. The philosophy of the unit is to identify successful strategies for working with each child, to enable them to enjoy success and wherever possible, to facilitate a successful move back into mainstream education. This has led to a restructure following a complete review of all SEN provision within the LA. A period of consultation followed with each school putting forward bids offering support in each specific area of need. In September 2017, the Complex Needs Unit became an Enhanced Provision for children with Social, Emotional and Mental Health issues, with an agreement to offer outreach support for schools experiencing difficulties with children in mainstream settings with SEMH issues.

- Admission to the Enhanced Provision is directed by LA criteria.
- Placements are agreed at the LA One Point Panel.

- Head Teacher and/or Deputy Head Teacher attend the Panel meetings.

Due to the inclusive nature of this Provision and the commitment and expertise of staff, their strategies are embedded across the school and the whole school community benefits.

Transitions to next phase of education

Careful transition arrangements are in place for children with SEND and the recommended timescales and requirements of the LA Transition Guarantee are followed. Additional visits to the appropriate secondary settings are carried out with a member of school staff. Meetings are held with Year 7 Leaders and SENCOs to pass on information and files ensuring a smooth transition for Y6 pupils. Parents are also invited to meet the Secondary SENCO if appropriate and to alleviate any concerns. If a pupil receives funding for support in Y6, the SENCO ensures that a period of support into Y7 continues by making a further application to the One Point Panel. Any additional resources purchased by school is passed on with the child to ensure a smooth transition of support (ipads, OT resources and aids).

Chair of Standards Committee:	Mr M Doherty	Date:	Summer 2018
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SEN Procedure – Appendix 1

- Teacher raises concerns about a pupil's lack of progress in a specific area.
- Teacher discusses concerns with SENCO and meets with parents and pupil if appropriate.
- Child is monitored as Cause of Concern for an agreed period of time, on SEN Register.
- Appropriate intervention is implemented if appropriate (educational support, counselling, practical resources, 1:1 support, group therapy sessions).
- Support Plan created to monitor support and interventions offered and to review progress.
- Parental involvement ongoing with updates and support.
- Impact of intervention is reviewed to assess if progress is being made.
- Pupil is removed from monitoring if progress can be seen.
- Pupil is added to formal SEN Register if little or no progress is made.
- Referral to outside agency for additional advice/support – EP/S&L/OT/Future Steps/Cognitive Behaviour Therapy/Counselling via own service agreements with agencies or supported by LA High Needs Funding.
- Parents fully informed of progress and developments.

A detailed overview of the school's provision for SEN can be found on the school website.