



St John's Catholic Primary School
BATH

'For everyone to shine, celebrate and grow'

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Special Educational Needs Policy 2018/19

Rationale

The rationale of this policy is to ensure that all pupils have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs in order to enable them to reach their full potential. Each child is valued regardless of their abilities or disabilities, in line with the school's Mission Statement.

Meeting the personal, social, and educational needs of individual children is the prime objective of this policy. In order to realise this objective, these guidelines attempt to promote the view that each child is unique and that integration of all those with special needs will be an enriching experience and bring benefits to all who participate in the life of the school.

Aims

- To identify pupils who require support as early as possible, and to meet their needs academically, socially, emotionally and physically.
- To provide all pupils with equality of opportunity in all aspects of school life.

Objectives

- To implement the revised 2015 SEN and Disability Code of Practice: 0 to 25 years.
- To identify, through agreed assessment procedures, the needs of each pupil.
- To provide a broad and balanced curriculum which meets the needs of individual pupils.
- To develop, monitor, and review Single SEN Support Plans, involving both pupils and parents ~~where appropriate~~.
- To ensure that due regard of special educational needs/disability is taken in the planning of work, and that there is careful differentiation made in tasks set.
- To allocate resources appropriately in order to meet individual, identified needs.
- To monitor and evaluate the provision and effectiveness of those resources.
- To produce, and update termly, a register of all pupils who have been identified as having special educational needs.
- To ensure that these needs are known by all likely to teach him or her through the sharing of Single Support Plans (formerly called IEPs).
- To develop effective partnerships between all those who are involved in the education of the individual.
- To provide information for parents.
- To identify a named member of the Governing Body who will have specific responsibility for ensuring that all aspects of the Code of Practice are in place.
- To identify the continuing professional development of all staff in relation to special educational needs.

The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO, working closely with the headteacher, senior management, and colleagues, has responsibility for the day-to-day operation of the school's SEN policy.

The key responsibilities of the SENCO are to:

- co-ordinate, monitor, and evaluate the provision for pupils with special educational needs/disabilities and to organise structured programmes of support;

- liaise, support, and advise colleagues in the assessment and identification of pupils with special educational needs;
- oversee the records of all pupils with special educational needs;
- produce and update termly a register of all pupils who have been identified as having special educational needs;
- assist in identifying, arranging, and contributing to the in-service training of staff;
- liaise with teaching assistants in order to ensure they are fully aware of the school's procedures for identifying, assessing, and making provision for pupils with special educational needs;
- liaise with parents of pupils with special educational needs/disabilities;
- liaise with external agencies, including the LA support and Educational Psychology services and Health and Social Services;
- liaise with the governing body as necessary, through the nominated SEN governor;
- provide an annual written report for the governing body on the provision made pupils with special educational needs;
- use the SEN budget appropriately to provide necessary resources.

The Role of the Class Teacher

All staff have responsibility for assessing and meeting the needs of the children with SEND that they teach, as well as monitoring their progress through regular reviews.

- Teachers should plan and teach a differentiated curriculum and work set should be matched to individual children's abilities. This will ensure that all children make expected progress.
- SEN support from TAs will take place in class wherever possible to ensure children have full access to the whole curriculum. However, individuals or small groups will be withdrawn for specific support programmes. ICT will be used where it has particular benefits for children with SEN.
- The class teacher should ensure that support staff involved with the teaching of children with SEN are aware of their needs and the action to be taken. All TAs will have access to the Single Support Plans of the children they work with.

The Role of the Headteacher

The headteacher has the responsibility:

- for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs;
- for liaising regularly with the SENCO in order to be aware fully of special educational needs issues within the school;
- for keeping the governing body fully informed with regard to pupils with special educational needs/disabilities.

The Role of the Governing Body

The Governors of the school have the responsibility:

- to do their best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability;
- to have regard to the SEND Code of practice when carrying out its duties towards all pupils with special educational needs;
- to ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;
- to ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs;
- to consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- to ensure that a pupil with special educational needs or a disability joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child's receiving the special educational provision their learning needs call for, with the efficient education of the pupils with whom they are educated, and with the efficient use of resources;
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child;
- to report to parents on the implementation of the school's policy for pupils with special educational needs.

The Role of the SEN Governor

The SEN governor has responsibility:

- for taking a particular interest in and for monitoring the school's work on behalf of the pupils with special educational needs;
- for liaising with the headteacher and SENCO at least once a term;
- for attending SEN governors' courses as and when they occur.

Admissions

Pupils with special educational needs will be admitted to St John's Catholic Primary School in line with the school's admissions policy and the statutory requirements of the revised SEND Code of Practice (2015).

Parents are welcome at any time to discuss particular concerns regarding their child's special educational needs with the headteacher.

Arrangements for Complaints or Disagreements

The school and the LA have procedures for hearing and resolving complaints, which are available on request. In the first instance, it is hoped that all complaints can be resolved informally by discussion with the child's class teacher and the SENCO, and if necessary the headteacher and the SEN governor.

Evaluation

Identifying success criteria for a pupil's targets or 'outcomes' forms part of the Single Support Plan process and therefore is readily monitored and evaluated. This process is carried out at least once a term by the class teacher in discussion with support staff and wherever possible the parents/carers and the pupil. This enables progress to be assessed against the targets and success criteria. Where targets need to be set specifically related to a programme set by an external agency, help will be sought from that agency. The review of targets is an important part of the evaluation process because it can be an opportunity to measure progress and attainment. The new Code of Practice also encourages looking ahead to outcomes in the longer term. Although not compulsory, an SEN register will continue to be kept, as it is another way of monitoring and evaluating the progress of individual pupils.

External Support

At St John's the philosophy of all staff and governors is that each child must have his or her needs met, either from within the school or with the support of external agencies. Anyone who comes into school is welcomed and valued as a member of the team. It is essential that the highest quality support is given to each pupil, but it is also recognised that there is not the expertise within the staff to meet every individual need. Therefore, having external agencies available to offer the necessary help and support is essential.

Identification, Assessment and Review

All pupils are assessed both formatively and summatively in order to monitor attainment and progress. Early identification of any difficulties is essential so that intervention programmes can begin. Throughout the Foundation Stage children are assessed and monitored over all areas of the curriculum by the ongoing use of the Foundation Stage Profile and, if and when it is felt necessary, individual and small group support can be targeted at specific areas. Throughout the rest of the school most pupils' learning needs will be met by their class teachers, who will use a range of differentiation strategies. The preparation of this work is reflected in the weekly planning. Where pupils are in need of more specific support, this will be detailed in a Single SEN Support Plan. Thrive-online will be used by the SENCO, who is a licensed practitioner, along with input from class teachers to identify and plan for children experiencing social and/or emotional difficulties. All children will be screened three times a year, to identify need and review progress.

Single SEN Support Plans

Plans are usually drawn up by the class teacher, pupil and SENCO working together. They detail provision that is additional to or different from that provided as part of the school's usual differentiated curriculum.

The Plan should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. Support Plans must always be discussed with parents and should be continually kept 'under review' and reviewed formally at least three times a year – in October, February and May. If outside agency support is involved then this too will be recorded on the Plan.

Targets should be manageable, achievable, and expressed in clear terms that everyone can understand. Whilst it is the responsibility of the SENCO to ensure that Support Plans are in place for children with special educational needs, it is the responsibility of individual class teachers to ensure that they are written and reviewed regularly as part of good classroom practice.

The extra provision that each child receives will also be recorded on a Provision Map which will be used to track the different support each child receives from year to year.

Outside Agency Support

Where a pupil is making less than expected progress, despite tailored support, the school will seek advice from external specialists such as an educational psychologist or speech and language therapist. A specialist service may be brought in at the request of either the school or a parent/carer. Permission from parents/carers is always sought whenever the school wants to consult an outside agency about a pupil.

Request for an Educational, Health and Care Needs Assessment

If the strategies detailed above do not result in an improvement in the pupil's progress, then a request for an EHC needs assessment may be made.

When applying for this, the school must present its documentary evidence to show what strategies and interventions have been carried out and what the outcomes of these have been. In exceptional circumstances a pupil may be referred for an EHC needs assessment as soon as a diagnostic or medical assessment has been carried out. This can be done if the school considers that they cannot meet the pupil's needs, or that the pupil needs immediate specialist intervention.

If a needs assessment results in a pupil having an **Education Health and Care Plan**, the Governors are legally responsible for ensuring that any funding provided through the EHC Plan is used for the named child. In practical terms this responsibility falls to the SENCO. Once an EHC Plan is drawn up the SENCO must make sure that the child's records are maintained, that progress is monitored and reviewed on a regular basis, and that Support Plans are in place. The EHC Plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. It is necessary to consider the child within the context of their home, culture, and community. To do this, the school contacts local sources of advice, such as EMAS (Ethnic Minority Achievement Service).

Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

Supporting Pupils with Medical Conditions

Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Links with Other Schools

Most children who attend St John's transfer to St Gregory's Catholic College for their secondary education. Liaison between the two schools is excellent and pupils have several opportunities to

visit the school in order to experience the working day and take part in a variety of activities. Contact between the staff of the two schools is frequent and positive. Meetings are arranged with the SENCOs of other secondary schools prior to transfer. All SEND information is transferred to a receiving school when a child leaves St John's.

Partnership with Parents

It is the aim of our school that all teachers work closely with parents in the support of children with special educational needs and/or disabilities. We encourage an active partnership through an on-going dialogue with parents and we appreciate that they have much to contribute to our support for their children. Parents' Evenings are held once a term to discuss children's general progress and additional meetings are arranged as and when necessary. Parents are informed of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Where it is considered a child may benefit from small group or individual support using Thrive, consent is always sought from parents and progress towards agreed targets shared at least three times a year.

Parents can also get support from the 'SEND Partnership Service', which offers confidential, impartial information and advice for children and parents of children with SEND. Further information is available on the website – www.bathnes.gov.uk/sps or phone - 01225 394382. Other support services include the Rainbow Resource – www.rainbowresource.org.uk, the 1 Big Database – www.bathnes1bd.org.uk or Well being options – www.wellbeingoptions.co.uk.

Pupil Participation

Any action taken should take into account the wishes of the child concerned in the light of his or her age and understanding.

It is essential that children are given the opportunity to make choices and that they understand that their views matter. The new Code of Practice puts the child and family firmly at the centre of all decision making. Children with SEN may have low self-esteem and lack confidence, so actively encouraging them to be involved in planning and reviewing their targets is an important element of the procedure.

Record Keeping

The Single SEN Support Plan is a very important record, not only for the pupil's current teacher as a focus for his/her work with the pupil, but also to inform the pupil's next teachers of interventions and strategies which have been put in place. The Support and Thrive Plans of any year group are kept in the teacher's SEN folder and a copy is kept by the SENCO in a central, secure place.

Specialisms

While it is not possible to have all staff trained in all aspects of pupils' needs, training in a specialism may be provided for a member of the teaching and/or support staff depending upon the identification of the most appropriate person/people to be trained.

Suspensions and Exclusions

Any suspensions or exclusions from school will be carried out in accordance with the LA Exclusion procedure, which is available on request.

Signed: _____
Chair of Governors

Reviewed: September 2018
Due Review: September 2019

Headteacher: Mrs Angela Bennett

SENCO: Mrs Catrin Geeson

Chair of Governors: Dr Giles Mercer

SEN Governor: Mrs Mary-Lou Elliot