

St Patrick's Catholic Primary School, Halifax

Special Needs Policy

A Community where we Live, Learn and Laugh Together in God's Love.

"We begin by imagining that we are giving to them; we end by realising that they have enriched us". Pope John Paul II

Background

This policy is based on previous versions and was last reviewed in September 2018.

Rationale

In accordance with our Mission Statement the governing body is committed to ensuring that all possible steps are taken and that full provision is made for children with special needs are always considered in all relevant decision.

This policy was agreed in order to:-

- recognise that all are created by God as unique and special with a variety of gifts, talents and needs
 - to develop and fulfil the children's individual potential
 - to ensure that the DFE Code of Practice, 2015, and Disability and Equality Act 2010 are followed and put into practice
- Policy Statement

It is the policy of the school that those children who have long or short term particular needs (physical, behavioural, emotional, spiritual or other) will receive the extra help and resourcing which they need within the practical and financial capabilities of the school.

Implementation

1. A named governor/s (Mrs Loftus) are responsible for maintaining regular contact with the Inclusion Leader (Miss Snape) and for liaising with the head teacher (SENDCO) Mrs Lomas prior to Governors Meetings to ensure that relevant matters are discussed. The policy is reviewed annually by the governors. School accounts detail in full the use of special needs funds.

2. It is the responsibility of the class teacher to endeavour to provide suitably differentiated programmes to study, teaching and learning styles, resources and pastoral care for all the children in the class. Liaison takes place when children change classes.

3. When it becomes apparent that a child has a special need which is not being met by the above practice (see paragraph 2) the DFE Code of Practice (2015) will be adopted.

To assist with the early identification and monitoring of children with special educational needs, the school will make use of any appropriate screening or assessment tools which, along with the assessment of children within the Curriculum, enable the school to consider children's achievements and progress. E.g. school tracking system, informal classroom assessment and testing by support agencies.

4. Three stages of intervention are used. When class teachers feel that a child is not making progress despite differentiated work in class, parents will be consulted and further information gathered. At any stage parents have the right to decline additional interventions for their child. This will be recorded in the child's records. The child's name will be placed on the school's Special Needs Register by the Inclusion Leader. At SEN Support the class teacher with the assistance of the Inclusion Leader will assess the child's needs and will draw up and implement an Individual Education Programme (IEP) named as a Provision Map in school. This will be reviewed at least each term by the class teacher, Inclusion Leader and parents. New targets will be set for the coming term. If necessary parents will be consulted and outside agencies e.g. educational psychologist, behaviour specialist, speech and language therapist will become involved; offering support and advice, observing children or carrying out assessments. Parents are invited to share in feedback meetings. If it is felt by all parties involved at SEN support, that the child would benefit from resources and support which can not be funded through the school's notional SEN budget, the process of formal assessment will begin. Evidence will be collated from all parties and submitted to moderating panel, where a decision will be made by an independent panel as to whether the child will be put forward for statutory assessment. Educational advice will be then be compiled by all parties involved, submitted to the LEA and the issue of an Education Health Care plan (EHC) will

be decided. The EHC is reviewed annually and both parents and the child's views are sought to share at the meeting.

5. The SENDCO (and Inclusion Leader when delegated by the SENDCO) is responsible for:-

i. Maintaining and regularly updating a Special Needs Register which records children and the current strategies / interventions being used.

ii. Monitoring that progress records are kept by the class teacher

iii Advising/consulting on classroom organisation and approach.

iv Organising, in consultation with the head teacher, teachers and the support staff, the deployment of Special Needs Support staff through the school. Use of support staff is reviewed every term.

v Support staff meetings are held on a regular basis and are led by the deputy head. Support staff have a regular slot on the agenda of weekly whole school staff meetings. Support staff have annual meetings with members of SLT to discuss their role and any future needs.

vi Acting as a focus/channel for information on special needs children between class teacher, head teacher and others.

vii Helping to put class teachers in touch with outside agencies and expertise.

viii Attending planning/ feedback meetings and educational psychology consultation panel meetings.

ix Keeping abreast of information/current thinking and disseminating information. Reporting to and informing colleagues

x Ordering, updating and maintaining special needs resources and informing staff of their applicability

xi Providing a folder in each class containing relevant information and current IEP's.(see appendix 1) This is available to all personnel working with the special needs children and is for both accessing and adding information.

xii Preparing and co-ordinating annual review meetings

xiii Liaising with parents, educational psychologists, EWO's and other outside agencies to prepare educational advice at moderating panel and formal assessment phase.

6. Admission for children with an EHC is under the terms of the school's Admissions Policy.

7. Children with special educational needs are integrated as fully as possible into all aspects of school life. Curriculum policies include a statement on special education needs.

8. Funding for special needs through individual EHC's or notional SEN budget is detailed fully in school budgets. Spending decisions are made by the Finance Committee of the Governing body, in consultation with the named governor and the Inclusion Leader.

9. Liaison takes place with the secondary schools to which the special needs children are transferring. Meetings with the staff are held and visits for the children are arranged. Similar arrangements are made for children transferring to another primary school and from nursery into St. Patrick's.

10. Parents are consulted and their involvement sought at all stages. Parents who are concerned about provision may follow the school's complaints procedure.

11. Special education needs matters are on the agenda of weekly whole school staff meetings.

12. All teaching and support staff will be given the opportunity to avail themselves of further training.

13. The success of this policy will be measured by the response we receive from the children, staff, parents and the external support services we work with. Also, by measuring, where possible, the progress the children have made through target setting & IEP/Provision Map reviews.