

Holy Spirit Catholic Primary School – Heckmondwike

SEN Policy (Reviewed by Governors September 2018)

Rationale and Purpose: In keeping with the spirit of our Mission Statement our Special Educational Needs policy is positively based on a sense of love and respect for each individual. We believe that each child is made in God's image and is a unique individual. Our mission is the provision of a context, content and a process of education truly dedicated to developing the full potential of each pupil and to build their skills, knowledge and understanding along with their sense of self-worth. All children have a right to an education that develops their potential. We believe that all children should have access to a broad and balanced curriculum.

### Aims and Objectives

All class teachers are teachers of children with Special Educational Needs (SEN) and are responsible through first quality teaching for meeting their needs with the advice and support of the school's SENCo, learning support staff and external professionals.

The aims and objectives of this policy are:

- to create an environment in which all pupils feel happy, valued members of our Christian community, who are included in the life of the school;
- to enable all children to have full access to all elements of the school curriculum;
- to work in partnership with parents to ensure that pupils' special educational needs are identified and assessed and that strategies are developed to meet those needs, whilst providing a secure environment for the children's educational, spiritual and emotional development;
- to make clear the expectations of all partners in the process by clarifying roles and responsibilities in accordance with the SEN & Disability Code of Practice 2014; to ensure that our children are included in this process;
- to provide equal opportunities and encourage all children to reach their full potential in all areas of experience.

The school will provide a caring and sensitive environment in which those children with special educational needs gain in confidence and develop according to their ability. We have high expectations of all our children and aim to achieve these through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children: have different physical, educational, emotional and behavioural needs and aspirations; have different learning styles and require different strategies for learning; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children, initially through the differentiated curriculum or, if appropriate, through a Personalised Learning Support Plan or through other intervention strategies;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Definition of Special Educational Needs: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- they may require additional resourcing over and above that which is normally provided by a mainstream school
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

These pupils will have specific targets, which aim to meet their needs. These targets will be detailed in a Personalised Learning Support Plan and the vast majority of needs will be met from within the school's own learning support provision. Needs will be identified at an early stage and monitored. The criteria for identifying children are based upon teacher assessment, parent's views and advice from other professionals.

Special Educational Need Provision: In line with the SEN Code of Practice 2014 when reviewing and managing special education provision there are four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

A pupil has SEN where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Assessment of pupil's current skills and levels of attainment on entry are assessed and this builds on information from previous settings and key stages where appropriate. Progress is carefully monitored through regular assessments and this helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

Graduated Approach to SEN support - Assess, Plan, Do, Review: When a teacher/parent has concerns about a child, these concerns will be discussed with the SENCo.

Concerns may take a range of forms:

- a child may be failing to make progress in a particular area or in all areas despite a differentiated curriculum.
- assessments may indicate a learning difficulty.
- a child's behaviour may be the cause of concern.

The SENCo and teacher will decide on a course of action. This may be a strategy to be implemented in the classroom, or identify appropriate interventions to secure better progress. Any action or intervention will be discussed with the parents either immediately or at the next Parents' Consultation Meeting.

If the initial concern continues despite the action taken then the class teacher, in consultation with the SENCo, offers interventions that are different from or additional to the school's usual working practices. These will be outlined in a Personalised Learning Support plan. Parents are invited to attend a meeting with the class teacher to discuss the intended outcomes and how they too can help their child. The Personalised Learning Support Plan is reviewed regularly with parents in order to identify the next stage of action.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will involve external specialists to offer advice and further support. Parents are always involved in any decision to involve external support.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents, or directly by the parents. In either case a range of written evidence about the child will support the request.

Following an Education, Health Care needs assessment an Education, Health Care Plan may be issued. Parents and the child/young person will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual child and young person, sits at the heart of the assessment and planning process. Formal reviews of the EHC plan must take place at least annually.

Strategies to support children at all stages will usually be implemented within the classroom, although some additional support, as indicated in an Individual Education Plan or a My Support Plan may be provided on an individual or small group basis with support staff, third party professionals or the class teacher.

Termly Pupil Progress Meetings are held to build on existing good practice and to provide collaborative working between a range of key professionals in order to support children in our school, which is effective and outcome driven.

Roles & Responsibilities: It is the role of the SENCo to:

- oversee the day-to-day operation of the school's SEN policy in consultation with the Head teacher;
- co-ordinate the provision for, and manage the responses to, children's special needs;
- liaise with the relevant Designated teacher where a looked after pupil has SEN;
- advise on the graduated approach to providing SEN support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaise with parents of pupils with SEN;
- be a key point of contact with external agencies;
- liaise with staff at pre-school settings, nursery and high schools to ensure smooth transition of children with special needs from one phase to the next. This could include additional transition arrangements in consultation with pupils and their parents;

- ensure that appropriate transition takes place between year groups for pupils with special educational needs and disabilities;
- support and advise colleagues and contribute to the professional development of all staff;
- ensure that the school keeps the records of all pupils with SEN up to date;
- monitor and evaluate the special educational needs provision and report to the governing body through the link governor;
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Special Educational Needs Co-ordinator is Mrs Joanne Brock assisted by Mrs Marie Murphy.

Access to the curriculum: All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We recognise that other children may have special needs.

#### More Able pupils

More able children may also have special educational needs and these needs are deemed to be of equal importance.

#### Children with English as an additional language

Children for who English is not their first language may also have special needs. These children are supported to ensure that they acquire the necessary language skills to enable them to fully access the curriculum. This support will be in class or sometimes through withdrawal groups. Teachers are aware of the needs of EAL children and will adapt their teaching style appropriately. As a school, we emphasise the importance of ensuring that EAL children are given work appropriate to their ability but with modifications to take account of their less familiarity and confidence with the English language.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Education Plans and My Support Plans are used as a small-steps approach to enhance the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success in their learning. This tool is

used to engage children in positive discussions about their learning, their needs and strategies they could use to support them to access the curriculum. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom.

**Role of the Governing Body:** The governing body has due regard to the Code of Practice and the Disability Discrimination Act when carrying out its duties toward all pupils with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Governor with responsibility for children with Special Educational Needs is : David Shields

The SENCo reports annually to the Governing Body and reviews the schools' policy in consultation with the Head teacher.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need they should contact the Class Teacher or the SENCo, in the first instance, and then the Head teacher. The formal complaints procedure is to put any complaint in writing to the Governing Body.

**Working in partnership with Parents:** Parents have much to contribute to our support for children with special educational needs. The school works closely with parents in the support of those children, encouraging an active partnership through on-going dialogue, joint planning and responsibility. The home-school agreement is central to this shared approach to education. Parents are consulted regularly and encouraged to participate in their child's educational development. Termly review meetings are held to share the progress children have made against individual targets and any external support or intervention is discussed and agreed. (Two of these might be during our parent / teacher consultations in March and October). Reports from outside agencies are shared with parents and outside agencies will meet with parents if requested. When a decision has been made to apply for an Education, Health Care needs assessment, parents are encouraged to make written contributions and to attend annual reviews when a child has a statement or EHC plan.

Confidentiality will be respected at all times. In accordance with whole school policies all staff will respect the confidentiality of all information relating to pupils and their families. All staff will

implement confidentiality with regard to information and policy decisions taken by the Governing Body.

Working in partnership with Children: In our school all children are encouraged to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance.

Monitoring and Review: The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO will ensure:

- regular reviews of the progress of children with special educational needs conducted by
- class teachers in consultation with the SENCo and/or Support staff;
- progress monitored by teachers' reports, test results and assessment tasks;
- improved behaviour and/or attainment levels;
- improved performance within the classroom and an increase in the child's confidence and self-esteem;
- improved or continued inclusion in all aspects of school life, especially in cases of physical disability;

Evaluating Success: The success criterion for this policy is as follows:

- the management of resources, and the teaching and learning practices ensure that the needs of all the pupils are met
- pupil's with SEND are identified early
- best practice is used for intervention strategies
- pupils are actively involved in reviewing interventions and evaluating their progress
- educational professionals and parents work in partnership
- interventions are monitored and reviewed regularly for each pupil