

ST. JOSEPH'S CATHOLIC PRIMARY

DROITWICH



Special Educational Needs Policy

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL AND NURSERY DROITWICH SPECIAL EDUCATIONAL NEEDS POLICY



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SEN GOVERNOR REPRESENTATIVE: Mr Steve Atkins

Safeguarding

All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2014'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings March 2009'

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the schools' Positive Behaviour Policy/Code of Conduct.

Mission

"To provide a happy, secure environment in which children will learn respect and tolerance for others and knowledge of and reverence for the Catholic faith, while pursuing a creative curriculum which will enable them to develop their mosaic of intelligences."

Purpose of study

As a Catholic School, St Joseph's recognises the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children. We believe that every teacher is a teacher of every pupil; including those with SEN.

Aims

The Code of Practice 2014 (pg 4&5 xiii xiv) states that:

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 of compulsory school age or a 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, or
- 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 mainstream schools or mainstream post-16 institutions

Accordingly, the special education needs policy seeks to ensure that:

1. Individual differences in pupils are recognised and needs identified.
2. Each pupil receives the best education possible and achieves their full potential.
3. Children with SEND will be offered a broad, balanced and relevant education.
4. All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided within the SEND code of practice 2014.
3. To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils.

Identification

SEN pupils are identified using The Code of Practice 2014 (pg 84 6.17/6.18)

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek 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

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, as it is a significantly greater different, in order to make a successful transition to adult life.

Where pupils are identified as making less than expected progress, discussions with parents and pupils will take place and further diagnostic assessments are undertaken when necessary. This will establish whether a pupil has SEN in accordance with the definition noted in the Aims section of this policy.

When reviewing and managing special educational provision, the broad areas of need below may be helpful.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

- Communication & Interaction
- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

The following are not SEN but may impact on the progress of students

- Disability
- Attendance
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child

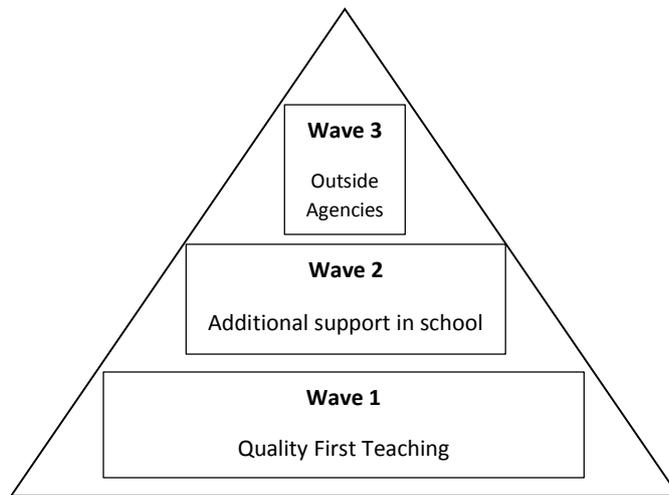
- Being a child of serviceman/ woman
- Being a child of a travelling community

A graduated approach to SEN

The Code of Practice 2014 (pg 89 6.44) states that

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Code of Practice identifies pupils as having SEN if they do not make at least expected progress once they have had Quality First teaching and additional support. Pupils will then be placed on the school's SEN register. As part of the Assess, plan, do, review cycle outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parent, pupil and teacher.



Strategies may include:

- Providing different learning materials, resources or special equipment
- Introducing group/individual support within class.
- Staff training to introduce effective strategies to support particular needs.
- Staff training to develop targeted intervention programmes.
- Consulting specialists to advise on effective provision for these students who despite support continue to have prolonged difficulties.

All pupils on the SEN register will be included on the school's Provision Map. This is an overview of additional support provided for each individual.

Class/ subject teachers will monitor pupils with SEN support as part of their ongoing day to day practice.

The effectiveness of the support and intervention and their impact on the pupils progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent.

For a small minority of pupils who may have very complex needs, the school or parents may consider requesting an Education Health Care Plan Assessment. (The Code of Practice 2014 Pg 92 6.63)

Managing Pupils needs on the SEN Register

Children can be highlighted as needing SEN support in a variety of ways:

- Concerns about achievement from the class teacher
- Identification at Pupil Progress meetings
- Concerns raised by the parents
- Medical concerns

In these instances, there will be liaison with the staff, SENCo and Diversity and Inclusion leader to put specific targets in place for these children. Where the children are not progressing under quality first teaching, external agencies may be involved to offer further advice.

If a child who has been receiving SEN support manages to close the gap and the need is no longer there, with parental consultation, they may be taken off the register.

Supporting pupils and families

The SEN Core offer is available on the school website and we also encourage parents to make reference to the Worcestershire Local Offer as a source of information.

St Joseph's recognises the need for school and parents to work alongside each other for the benefit of the children, parents are able to meet with the SENCo and class teachers to discuss the needs of their child. The school may seek support for families from the Early Help Hub if this is required. If an outside agency is asked to work with a child, there is always the opportunity for parents to have a discussion with the worker first to share their concerns and any reports and recommendations are always discussed with the parents.

Children with additional needs are eligible to sit any external tests (SATs) if they are working within the required levels. The needs of these children are carefully considered to ensure they have access to the test appropriate to them.

Careful consideration is made when the children move from class to class, across key stages or to another school. The teacher's liaise with their colleagues to ensure all information about an individual's needs are shared. A transition plan may be devised to ensure the children feel safe, secure and supported when moving from one setting to another.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some of these children may have SEN or an Education, Health Care Plan (which brings together health and social care needs) and the school will work alongside medical professionals to ensure the needs are met.

Parents liaise with the school staff to ensure a medical care plan is up to date, outlining the specific needs of their child and the medical care they may require. The School nurse is also available to support with this process if required.

Roles and responsibilities

The Role of the Governing Body

It is the function of the Governing Body to ensure that the School Policy for SEN is comprehensively enacted throughout the school. The SEN Governor representative and the SENCo will meet termly to monitor, evaluate and update procedures in SEN in the light of funding, equipment and personnel resources. The Governing Body will ensure that the school does not discriminate against disabled pupils and prospective pupils in provision of education and in admissions and exclusions. It is also their role to challenge the school to ensure that we are providing the very best for all our pupils.

Teachers' responsibilities

It is the responsibility of all teachers to deliver Quality First teaching allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing a more inclusive curriculum:

- Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.

- Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Well planned lessons will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The SENCo and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties

The Role of the SENCO

The Code of Practice 2014 (pg. 97/98 6.90) states:

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working 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
- ensuring that the school keeps the records of all pupils with SEN up to date

Complaints Procedure

Refer to school complaints policy.

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) <http://www.worcestershire.gov.uk/cms/parent-partnership.aspx>

For further concerns parents can contact SEN Services : SEN@worcestershire.gov.uk for mediation services.

Storing and managing information

All records and information about pupils with SEN are stored confidentially. The school follows the guidelines from the Records Management Society on how long to store documents and when they should be destroyed. The school also takes advice and guidance from Worcestershire County Council.

Reviewing the policy

The school follows the recommendation that this policy should be reviewed annually.

March 2015

