



in God's hands

St Ignatius Primary School Special Educational Needs and Disability (SEND) Policy

Policy Originator	St Ignatius Primary School
Person /Governor Responsible	Lourdes Keever Veronica Curran SENCO
Status	Statutory
Last reviewed	September 2018
Ratified on	
To be next reviewed	September 2019
Signed	

Introduction

St Ignatius Primary School aims to provide a broad and balance curriculum for all children.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provisions, where necessary, to support individuals and groups of children and thereby enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

This Special Needs Policy aims to provide a clear framework within which the needs of the whole school community can be addressed.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child
 - To ensure that the needs of children are identified, assessed and provided for
 - To make clear the expectations of all partners in the process
 - To identify the roles and responsibilities of staff in providing for children with special educational needs
 - To enable all children to have full access to all elements of the school curriculum (although the process and progress towards these elements may be different)
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- To ensure that all children have a voice in this process
- To ensure that parents are able to play their part in supporting their child's education

Educational Inclusion

At St Ignatius we have high expectations of, and for, all our children. We seek to help children reach their potential through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences

Definition of Special Educational Needs

A child with special educational needs has learning difficulties that require special provision to be made to support their educational progress. All children may have special needs at some point in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
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Role of the Special Educational Needs Coordinator (SENCo)

At St Ignatius, the role of the SENCo is to :

- manage the day-to-day operation of the policy
- coordinate the provision for and manage the responsibilities to children's special educational needs
- liaise between school and parents
- support and advise colleagues
- oversee the records of all children with special educational needs
- liaise with external and support agencies
- monitor and evaluate the special educational needs provision and report to the governing body
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs
- contribute to the professional development of all staff

The SENCo, as a member of the Extended Leadership Team, is expected to make a full contribution to the planning process for the curriculum and all other aspects of school provision.

Procedures

At St Ignatius Primary, the special educational needs of our children are met through our Student and Family Support System (SAFs). This system follows a set of stages that pupils move through where and when additional support is needed.

The concept of universal of universal entitlement (Ground level) is central to all our teaching.

All children are given the opportunity to experience a broad and balanced curriculum through the practice of quality first teaching. Class teachers are expected to differentiate their teaching to accommodate the needs of all pupils.

For some pupils, concerns may be raised that require monitoring and support. For these pupils, a Single Agency Referral Form (SARF) is set up, which is used as an assessment document. These pupils are moved to Level 1 on the SAFs system. Class teacher, parent and SENCo may all contribute to recording information about aspects of concern or need. This may relate to a range of issues including health, communication, emotional and social needs, behavioural needs, basic skills, attendance, family circumstances, housing needs.

For some children, these concerns may be addressed at Level 1 and the pupil may no longer require monitoring.

For some children, these concerns continue to be evident, further support is set up to address their need.

Depending on the nature of the need, a range of strategies will be used to make full use of all available classroom and school resources.

This level of support is called School Action (Level 2 of SAFs system).

The child will be discussed at Achievement Team meetings and resources will be accessed through the ongoing development of our 'toolkit'.

The class teacher will offer interventions that are available to support the pupil's needs.

For some children at School Action, an Individual Educational Plan, (IEP) may be written to set targets for the pupil that are different from, or additional to differentiated class targets set for all pupils.

The targets need to be SMART targets and fulfil the following criteria:

Specific

Measurable

Achievable

Realistic

Time-related

The SENCo, may be involved in the target setting and monitoring process and may undertake further assessment of children's need.

It is planned that LSPs will be reviewed within one term, although for some pupils, depending on the extent of their need, these meetings may be held twice a year.

During these meetings targets will be assessed as to the extent of their achievement (Achieved, Partly Achieved, and Not Achieved). In the light of these discussions, targets will be continued or new targets set. In some circumstances, where concerns have been addressed and targets are achieved, the pupil may return to Level 1 of the SAFs system and continued to be monitored.

For the pupil whose needs continue to be evident, support will move to Level 3 of the SAFs system. (The SARF will continue to be used as ongoing assessment record.)

The pupil will be referred to the SAFs Team (Head teacher, Assistant Head teacher, SAFs Key Lead, Achievement Team leaders) and strategies to further address the needs of the pupil discussed.

This Level 3 provision continues to be at School Action / Level 1 Learning Support.

Following actions, assessments, and the implementation of strategies by the SAFs team, decisions will be made as to whether the needs of the pupil have been addressed.

For some pupils, it may be considered appropriate to seek the support of external services (e.g. speech and language therapists, educational psychologists, Behaviour Intervention Services)

These pupils are moved to Level 4 of the SAFs system and their SARF will be submitted as a referral document to the local authority Children's Services or other appropriate services.

These pupils are considered to be at the School Action Plus stage of the SEN process at the point at which this referral is made.

All pupils at School Action Plus will have an LSP. Targets will be set in consultation with parent, teacher, SENCo and external support agencies.

For pupils who continue to present with significant difficulties, a request for statutory assessment will be made to the local authority in the borough in which the pupil lives.

A range of written evidence, including the pupil's Single Agency Referral Form (SARF) Learning Support Plans (LSPs), external agency reports, will be collated to support the request.

If the request for assessment for an Education Health Care Plan (EHCP) is accepted, the pupil will be at Level 5 of the SAFs system. The process can take up to six months until an EHCP is issued. This EHCP is a legal document entitling the named pupil to receive a specific level and type of provision.

The EHCP will be reviewed termly whilst setting targets during the pupil's LSP and an annual review will take place to discuss any amendments that may be needed.

If the request for assessment for an Educational Health assessment is refused, the pupil's parent may choose to appeal to a tribunal to reconsider the request.

Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with EHCPs of special educational needs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and SENCo meet annually to agree on how best to use funds directly related to EHCPs. The SENCo draws up the resources bid when the school is writing its annual School Evaluation and Development Policy (SED Plan)

The SENCo / SAFs Key Lead co-ordinates the provision for special needs through the development of a provision map. This document sets out the type, nature and extent of need and matches this to the material resources, intervention programmes and level of human support within the school.

It is our aim that resources will be allocated equitably, fairly and with regards to both individual, groups, and the needs of the whole school.

It is the duty of the SENCo to arrange and chair meetings for pupils working on a LSP, with external support and/or with an EHCP. It is the duty of the SENCo to liaise with teachers, support staff, specialist providers, educational welfare services and social services, where need be regarding child protection procedures.

Admissions

Pupils with special educational needs will be admitted to school in accordance with the requirements of the Education Act and mindful of the Diocesan statement on children's special educational needs.

All pupils with special educational needs are welcomed into the school and will be integrated as fully as possible and as is appropriate to their individual needs.

Our admissions policy gives priority to 'a child who has special, pastoral or medical needs and whose application is supported by the church or local health authority.'

Provision specified in EHCPs/ EHCIPs will be made by the school and the local authority in partnership.

The school will seek to ensure that all placements are properly planned and that any necessary support is in place to enable the maximum prospects for success.

Identification and Assessment Procedures

At St Ignatius, we have adopted the recommendation of the Code of Practice for the identification of assessment of special needs.

The stages of assessment provide the framework, within which pupils' needs are identified and assessed, and for responses to be made.

Each member of staff is made aware of the procedures for identification , and their own roles and responsibilities towards supporting pupils with special needs.

The class teacher and the SENCo assess and monitor pupils' progress in line with existing school practices. This is an ongoing process.

The SENCo works closely with parents and teachers to plan appropriate programmes of support.

Assessment of pupils reflects, as far as possible, their participation in the whole curriculum of the school.

The class teacher and the SENCo can break down the assessments in to smaller steps in order to aid progress and provide detailed and accurate indicators.

The local authority seeks a range of advice before making a formal EHCP. The needs of the pupil are considered to be paramount in this process.

Training

St Ignatius School contributes to the Haringey in-service training programmes held at the Professional Development Centre (PDC). There are also opportunities for the staff to attend SENJIT training and courses at the Institute of Education.

We work closely with external agencies, particularly the Speech, Language and Communication services, as many of our pupils have therapy either in clinic or as part of the mainstream services. Through this provision, we receive ongoing training to develop strategies and practices to support pupils with speech and language needs.

All staff also receive whole school training on the SAFs system and processes. The nature of whole school training is determined by the objectives set out in the School Improvement Plan. These objectives in turn are determined by the needs of individual pupils in the school.

Some aspects that we seek to provide ongoing training for include:

- Wave 3 maths programmes – Springboard maths
 - Makaton training
 - Screening assessments for those children with reading and writing difficulties
 - Attention and Listening programmes
 - Social communication training
 - Speech and Language support
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External Agencies

St Ignatius is committed to a multi-disciplinary approach towards special educational needs of its pupils. We actively seek to develop the best possible partnership and make the most effective use of facilities provided by external agencies.

As St Ignatius is geographically located on the eastern border of the borough, we liaise closely with agencies in both Haringey and Hackney. Some of the provision is shared as a result of the reciprocal arrangements made between the two boroughs.

The range of agencies include:

- Speech, Language and communication Services
- Educational Psychology Services
- Teachers for Hearing Impaired children
- Early Years Inclusion Team
- Behaviour Intervention Services
- Educational Welfare Services
- Social Services
- Health Service - School nurse / local and general hospital
- Child Development Centres in Haringey and Hackney
- Counselling Services
- Child and Adult Mental Health Services

At the end of the school year, a multidisciplinary meeting is held, whereby all relevant agencies meet to cross reference children's cases and to identify points for action. It is felt that these meetings are worthwhile, informative sessions, which helps clarify elements of our provision map and subsequent training needs.

Monitoring and Evaluation

The SENCo monitors the movement of pupils within the SAFs system in school.

The SENCo provides staff and governors with a summary of the impact of practices of the school.

The SENCo is involved in supporting teachers to draw up LSPs for pupils .

The Head Teacher and SENCo meet to review the special educational needs processes within the school.

It is a requirement that the SENCo also meets with the named governor with responsibilities for special educational needs.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

The SENCo reports the outcome of the review to the governing body.

School Access

The Nursery and Champion buildings are one storey and there are no stairs to negotiate within the building.

The nursery has a shower and toilet facilities.

A ramp has been built and handrails have been provided to access the infant playground and Briant building via wheelchair.

Anne Line building, accommodating Years 3 and 4, is structurally unsuitable for wheelchair users.

Briant building, accommodating Years 5 and 6, has a toilet suitable for wheelchair users and access to the ground floor.

We would welcome a move to share responsibility for special needs with the local Diocesan schools, whereby children, with parental approval, are admitted to the most appropriate school for meeting their needs.

Pupil Participation

In our school, we encourage pupils to take responsibility for, and to make decisions about, their well-being and their learning. We are embedding this culture and ethos through the introduction of our Core Learning Skills.

We aim to involve pupils, at an appropriate level, in setting targets in their LSPs. Each pupil has their personal file containing a card with their targets written in child-friendly speak , which forms a integral part of their daily practice and gives them ownership of these targets.

Just as pupils set agreed goals in their Family Learning Conferences, pupils are encouraged to make judgement about their own performance against their LSP targets.

Partnership with Parents

We believe that the relationship between the parents and school has a crucial impact on the child's progress and the effectiveness of any school based action to support special educational needs.

We view parents as co-educators, with the need to be consulted, informed and involved in all stages of decision-making, as well as possessing distinctive knowledge and experiences which are necessary to provide the most comprehensive assessment, provision and review of the child's needs.

We aim to support parents in their responsibilities towards both their child in school and through the available resources of the Diocese, local authority and voluntary organisations.

We aim to establish clear pathways towards open and comfortable partnerships. We encourage an active partnership through an ongoing dialogue with parents. These may include contact with the class teacher, either informally or through an appointment procedure. This partnership will continue to be developed through Family Learning Conferences and LSP meetings.

Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The Governing Body aims to do its best to secure the necessary provision for any pupil identified as having special educational needs.

It is the responsibility of the governors to consult with the local authority, where necessary, and report annually to parents on the success of the school's policy for children with special educational needs.

Within the Governing Body, there will be a governor identified as having specific oversight of the school's provision for pupils with special educational needs.

The Head Teacher, together with the SENCo, ensures that all those who teach a pupil with an EHCP, are aware of the nature of the support. There is an obligation of all involved, on a range of levels, to ensure the appropriate and allocated support is implemented.

The governor for Special Educational Needs aims to ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and resources.

Links to other schools

We are aware of the importance of developing links with local secondary schools in order to facilitate the transition of all Year 6 pupils and particularly pupils with special educational needs.

During the summer term, we liaise directly with our feeder secondary schools both in Haringey and in other boroughs.

Dependent on the needs of the pupil, decisions are made as to whether a general transition meeting takes place or secondary staff may also attend Annual Reviews for pupils with EHCPs.

It may be considered suffice to ensure the pupil's general and SEN file is transferred to the relevant school. In accordance with the Code of Practice, the importance of transferring records is recognised as being central to creating a continuity of provision for the pupil.

For some pupils, there will be an informal meeting with the designated person for Year 7 and pupils may visit their new secondary school for transition visits.

Complaints

Parents are encouraged to discuss any issue of concern, relating to the needs of their child, with their child's class teacher at the earliest opportunity.

They may also wish to raise issues with the SENCo and Head Teacher.

Parents may also wish to refer their concerns/ complaints to the governing body, in particular the governor with responsibility for special educational needs.

Should they wish to seek further advice of if it is felt that the matter cannot be resolved within the school, parents may wish to contact Haringey Children's Services and request the support of an allocated officer for special needs.

The school will formally respond to any concerns or complaints which are received. This process will happen as quickly as possible, allowing time for a proper investigation of the circumstances.

Additionally, the 1993 Education Act, allows parents to appeal to a special educational needs tribunal against the decision by a local education authority regarding statutory assessment and EHCPs of special educational needs.
