# Special Educational Needs Policy (SEN)

**Introduction**

At St James Catholic Primary School, we work hard to ensure we provide a broad and balanced, stimulating curriculum for all our children. The EYFS and 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 children's diverse learning needs. Some children have barriers to their learning that means they have special educational 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 provision, where necessary to support individuals or groups of children and thus 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 educational needs either throughout or at any time during their school career. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children 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.

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:**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational 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's special educational needs.
- To enable all children to have full access to all elements of the curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

## Educational Inclusion

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children. 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 aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.
- May, at some time, need provision if they are unable to attend school.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of available resources.
- 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 or stress and to take part in learning.

## Identification and assessment arrangements

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning.
Early identification of pupils' SEND is achieved through the following identification and assessment procedures:

- Information from feeder schools, nurseries and outside agencies before admission.
- At Reception intake, information from nursery visits, EYFS assessments.
- Discussions with parents – appointments given termly to discuss Individual Learning Plans.
- Assessment by class teachers (formally and informally) in the course of EYFS and the National Curriculum in class.
- Target Setting and tracking data.
- Reading Assessments (Accelerated Reader and PIRA)
- Phonic assessments (Sounds Write and Phonics tracker)
- End of Key Stage assessment material in Year 2.
- Maths intervention programmes
- Outside Agencies assessments

We use this information to provide starting points for the development of an appropriate curriculum for all our children and to assess individual progress. If a child is giving cause for concern, the class teacher will consult with the SENCO and discuss concerns with parents. If it is felt appropriate, the child will be identified on the class and school SEND register as being monitored.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will:

- Offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- Keep parents informed and draw upon them for additional information.
- Remain responsible for working with the child on a daily basis.
- Work with the SENCO to plan future interventions for the child – an Individual Pupil Passport will usually be devised and in-school support given.
- Monitor and review the action using the school provision map.

We will record the strategies used to support the child within an Individual Pupil Passport. The Individual Pupil Passport will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed as well as the personnel involved and the type of support that will be given. In most cases the review will take place once a term at liaison meetings (Individual Pupil Passport's formulated and reviewed in October, March and June). The SEN register is reviewed termly.

If the Individual Pupil Passport review identifies that support is needed from outside services we will consult parents prior to any support being actioned. This is a referral and a referral form will be completed by the class teacher. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being used with the child to support them. The new strategies within the Individual Pupil Passport will, wherever possible, be implemented in the child's normal classroom setting.

For the children receiving additional support from outside services, the SENCO should take the lead in:

- Any further assessments of the child.
- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Education Authority (LEA). A range of written evidence about the child will support the request. The LEA seeks a range of advice before making an educational health care plan (EHCP). The needs of the child are considered paramount in this.

A record of SEN Support will be kept on the school's SEND register. This register is reviewed termly by the SENCO in consultation with the class teacher. The evidence will inform staff if support needs to be reduced, maintained or increased.

Some children enter school from nursery with an Early Help Plan. This is a multi-agency approach to identification, assessment and monitoring of children with special educational needs/disabilities. If a child needs more than one agency involved with them, then an Early Help Plan can be completed. If a child has an Early Help Plan, it is recommended that reviews take place every 6 weeks or when necessary. A lead practitioner is identified when the Early Help is formulated. It is their role to organise and lead regular reviews.

**Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
The SENCO and support staff where necessary, are involved in supporting teachers involved in drawing up Individual Pupil Passports for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and SEND governor also hold regular meetings.
The SENCO is responsible for the organisation of the Annual Review of Statement (or EHCP) meetings.
Our tracking system in school identifies SEN children within each class so their progress can be closely monitored termly.

**Roles and Responsibilities**

The Head teacher (Mrs Heslop) has overall responsibility for co-ordinating Special Educational Needs. She ensures that all those who teach a pupil with an Education, Health and Care Plan are aware of the nature of the plan. Mrs Heslop and the governing body have overall responsibility for co-ordinating SEN, in close partnership with the SENCO.

In our school the SENCO (Mrs Conroy):

- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with SEND.
- Acts as the link with parents.
- Acts as the link with external agencies and other support agencies.
- Monitors and evaluates the SEN provision and reports to the governing body.
- Manages a range of resources, human and material; to enable appropriate provision for children with SEND.
- Contributes to the professional development of all staff.

In our school, the governing body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- Does its best to secure the necessary provision for any pupil identified as having SEN.

- Ensure that all teachers are aware of the importance of providing for these children.
- Ensures parents are notified of a decision by the school that SEN provision is being made for their child.
- Has identified a governor to have specific oversight of the school's provision for pupils with SEN.
- Is made aware of the school's SEND provision, including the deployment of funding, equipment and personnel by the SEND governor.

**Allocation of Resources**

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs provision within the school, including the provision for children with EHCP's. Some responsibility may be delegated to the SENCO when necessary.
The head teacher informs the governing body of how the funding allocated to support SEN has been employed.
The head teacher and the SENCO meet annually to agree on how to use the funds directly related to Education, Health and Care Plans where relevant.

**Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, including the National Curriculum. This is the responsibility of all staff.
Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.
The children should:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

All children identified as having a specific need and where support is given in school will have an Individual Pupil Passport. Individual Pupil Passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Parents are directly involved, through termly discussion meetings to discuss and review targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We may also withdraw children from the classroom situation, to maximise learning. The children work in small groups, or on a one-to-one situation outside the classroom with support staff.

In our school, the SEND Support Teacher plan/assess and deliver intervention sessions for the children with additional needs under direction of the SENCO and class teacher. The SEND Support teacher/SENCO supports the class teacher with Individual Pupil Passports. They may also attend relevant training to support them within their role, keep detailed

records of the children's progress and be involved with outside agencies, where necessary.

**Partnership with parents/carers**

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents and carers have much to contribute to our support for children with SEND.

Our School SEN Information Report for children with SEND is accessible on our school website and contains arrangement for children with SEND within our school as well as a link to the Local Authority's Local Offer.

We have regular meetings each term to share the progress of special needs children with their parents. We inform parents and carers of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND.

**Pupil Participation**

In our school we encourage children to make a positive contribution by taking responsibility and making decisions. This is part of the culture of our school and relates to children of all ages.