

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

Special Educational Needs (SEN) Policy

Aim

St. Edmund's Catholic Primary School has a named SENCo, Elaine Williams, who achieved the NASENCo in July 2016 and a named Governor, Mrs Julie Jackson, responsible for SEN. They ensure that St. Edmund's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

St. Edmund's is a fully inclusive school. The life of St Edmund's School is centered on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice, which influence all our activities and relationships. We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

As a Catholic school, inspired and challenged by the Gospel, we are committed to the individual needs of all our children and to valuing what each and every child brings to the curriculum.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (*September 2014*).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Our Special Educational Needs Policy provides a shared vision for the whole school community, in fulfilment of the School's Mission Statement.

As we learn, we will follow the example of Jesus, and respect everybody in our school community, treating them with Consideration, Care and Courtesy.
School Mission Statement

This SEN policy details how, at St. Edmund's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

Legislation

'A Child or young person has special educational needs if he or she has a difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (***SEN Code of Practice 2014***)

At St Edmund's, we support this view and, therefore, we aim to cater for the individual learning need of every child, whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children. We also recognise that children of any ability can under achieve at times. Through differentiation we give children every opportunity to overcome their difficulties and meet individual needs.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo).
- To provide support and advice for all staff working with special educational needs pupils.
- Help every child with special educational needs find their place in the life of the school and foster a positive self-image
- Give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual
- Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEN
- To become confident young children with a growing ability to communicate their own views and be ready to make the transition into compulsory education

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all children. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all.

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

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 all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own 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

At St. Edmund's we identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

Other factors which may impact on progress and attainment that are NOT SEN may include;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Early Identification

We recognise the benefits of early identification, that identifying a need at the earliest point and then making effective provision improves the long term outcomes for the child or young person.

Support is sought in the following forms:

- Specialist support from health professionals, educational psychologists, speech and language therapists, specialist teachers.
- Support from Twinkle House and other outreach organisations
- Training and support for parents to promote play, communication and development

Development and progress for children in the Early Years Foundation Stage (EYFS) is monitored through the ongoing assessment against the statements in 'Development Matters'. These assessments are monitored and reviewed using 'Lancashire Pupil Tracker'.

The first response to the identification of pupils making less than expected progress given their age and individual circumstances would be high quality teaching targeted at the pupil's area of weakness.

Progress of identified pupils is monitored through the school's programme of moderation and sharing assessment.

If progress continues to be less than expected the class teacher supported by the SENCo will collate relevant information which will provide a profile of the child and identify areas of need.

Where a need is identified this profile will form the basis of a SEN support plan. Information that may be included would be: pupil and parent viewpoints, teacher assessments and data, class observations, initial concerns checklists and results of any standardised tests.

'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' (SEN Code of Practice 2014)

The code of practice 2014 identifies four broad areas of need:

- Communication and interaction (Including Speech, language and communication difficulties and ASD)
- Cognition and learning (MLD, SLD, SpLD and PMLD)
- Social, emotional and mental health difficulties
- Sensory and or physical needs

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different areas of the curriculum to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

A Graduated Approach to SEN

When a pupil is identified as having SEN, staff working with the child, (class teacher, key worker and teaching assistants) work with the SENCo to plan and implement a support programme to remove the barriers to learning and put effective special educational provision in place. The actions and decisions in this programme are regularly revisited, refined and revised to gain a full understanding of the child's needs. Evidence and assessment informs staff which strategies and approaches best support the child in making good progress and securing good outcomes. This process is known as the graduated approach. (*SEN Code of Practice 2015*)

Assess

The first response to the identification of pupils making less than expected progress given their age and individual circumstances would be high quality teaching targeted at the pupil's area of weakness.

This assessment is reviewed to ensure that support and intervention are matched to the needs of the child, this is done through the school's programme of moderation which include pupil progress meetings and SENCo / Teacher/ Learning Mentor meetings.

Plan

When a child has been identified as requiring a SEN support plan parents are formally notified. A family meeting takes place where the family and child's views are voiced and recorded and as a partnership between school and family, a support plan of adjustments, interventions and support is agreed. In addition, outcomes are identified and a timescale for review is agreed. All staff working with the child are informed of the outcomes sought, support to be provided and the strategies to be implemented.

Do

The class teacher remains responsible for working with the child on a daily basis, including interventions that may involve one to one teaching away from the main class teacher. Teachers are expected to work closely with all support staff including outreach specialist teachers to assess the impact of the support and interventions and link to their classroom teaching/ setting practice. The SENCo continues to support the class teacher in any further assessments.

Review

A review meeting takes place with all those involved with the support plan. Impact on progress, effectiveness of support and interventions and the views of parents and child are all discussed. Revision to support and outcomes will be amended where necessary.

Managing Pupils Needs on the SEN Register

- Children who are on SEN support will be on the SEN register. They will be given a school support plan (SSP) which will be devised in conjunction with pupil, parents, teacher, Learning Mentor, SENCo and any other professionals involved.
- SSPs are reviewed each term by the teacher, Learning Mentor, SENCo, pupils and parents. SSP's will be discussed and monitored in pupil progress meetings.
- The level of provision a child receives depends on the individual child's needs.
- The SENCo and class teacher work together to produce a provision map detailing all the SEN provision for children on SEN support.
- The class teacher, supported by the SENCo, is responsible for ensuring the SSPs are kept up to date.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and Health Care plan) may need to be considered, as will the involvement of an Educational Psychologist.
- At this stage the **Common Assessment Framework** form (CAF form) will be the main tool for gathering information about the child.

The CAF is completed with parents/carers by the school SENCo or other member of school staff and/or by any outside agency involved. The CAF will include information on:

- Early development and medical history;
- Relevant family background
- Attainments in Literacy and Numeracy and National Curriculum levels;
- PIVATS assessments;
- Chronology of action already undertaken to help the child;
- Summative and confidential reports detailing intervention and previous provision including from outside agencies;
- Parent/carer views and those of the child.
- School work

In completing the CAF, school will liaise with the following services: Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS) and Social Services. The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Once the CAF has been completed, regular Team Around the Family (TAF) meetings should be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting should be completed on the TAF form.

Copies of CAF forms and TAF forms should be sent to all involved with the child and to the CAF database.

Referral for Education, Health and Care plan (EHC)

Following the review of the support plan, if a child does not make expected progress or requires additional support to access the school curriculum, the school or parents should consider requesting an Education, Health and Care needs assessment. The application for an EHC plan will involve parents, school and professionals working with the pupil to gather evidence relating to the current provision and submit to the local authority.

The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Criteria for Exiting the SEN Register

Where specific planned provision has been successful and significant progress has been made, pupils will be removed from the SEN register and progress monitored in class to ensure progress continues.

Supporting Pupils and Families

For further information on EHC plans and special needs please follow this link to the **Lancashire Local Offer**.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

For information on St. Edmund's Catholic Primary School SEN Information Report please see our school website:

<http://www.stedmundswestlancs.co.uk>

Parents can contact the Parent Partnership Information Line

Monday to Friday 8am to 5pm

Tel: 0300 123 6706

Email: information.lineteam@lancashire.gov.uk

Admissions

Pupils with special educational needs will be admitted to St. Edmund's Catholic Primary School in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the Access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of “adverse circumstances beyond their control”).

Transition

St. Edmund’s Catholic Primary School has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis.

Supporting Pupils at School with Medical Needs

St Edmund’s Catholic Primary 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with a medical condition will be placed on a school medical or additional needs register. In some circumstances a child will need a care plan, written in conjunction with the school nurse, parents and SENCo.

Monitoring and Evaluation of SEND

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, and pupils throughout the year.

- St. Edmund’s Catholic Primary school evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEN code of practice.
- To ensure quality of our SEN provision, the school will conduct regular audits this involves: lesson observation, book scrutiny, review and monitoring intervention programmes, pupil progress meetings, monitoring staff CPD, SENCo / teacher / Learning Mentor meeting
- SEN provision is recorded and monitored on a SEN provision map. This is updated each term by the SENCo and class teacher. The interventions are monitored and evaluated each term by the SENCo and information is fed back to parents, staff and governors. Children are assessed either each term or at the end of a programme of intervention. This helps to see whether the intervention is effective.
- The SENCo is available at all parents’ evenings.

Training and Resources

- SEND provisions are funded through higher needs block funding and pupil premium funding.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management/appraisals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCo liaises with the relevant health professionals to offer training annually to all staff working at St. Edmund's for epilepsy, asthma and anaphylaxis.
- The school's SENCo regularly attend the SHARES SENCo Forum (network meetings) and the Lancashire Primary Cluster groups in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SENCo

The Special Needs Co-ordinator (SENCo) at St. Edmund's Catholic Primary School is Mrs Elaine Williams. The role of the SENCO is:

- Oversee the operation of the SEN Policy and co-ordination of provision for children with special educational needs.
- Liaise with and advise teachers and teaching assistants.
- Liaise with parents of children with SEN.
- Maintain the school's special needs register and oversee individual children's needs.
- Liaise with external agencies including the LEA's support and educational psychology services, health and social services.
- Seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs.
- Develop a school support plan for children having SEN support.
- Help class teachers maintain records in the form of School Support Plans with reviews of outcomes resulting from working on specific targets.
- Be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use;
- Keep staff informed of any changes to SEN Code of Practice or other relevant legislation
- Contributing to the in-service training of staff.
- Monitor, evaluate and review the progress of children on the SEN register

Head Teacher and Governing Body

The Governing Body has identified a governor Mrs Julie Jackson to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (*For roles of governing body CoP Section 1:16 – 22, 1:39.*)

The Head Teacher and SENCo will identify areas for development in special educational needs and this will be included in the school's development plan. Reports on SEN provision are presented to the Governing Body yearly. The Governing Body produces an annual report on the school's provision for special educational needs, providing information on: access arrangements; the identification and assessment of pupils perceived as having special educational needs; teaching and staffing related to meeting the needs of such pupils and how the school works in partnership with agencies outside school.

Teaching Staff and Assistants

All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs.

The SENCo, together with SLT will review and monitor the progress made by SEN children through the school's assessment and tracking programme. (see Assessment Policy)

The SENCo has termly meetings with class teachers and attends pupil progress meetings each term.

The SENCo, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material each term at moderation meetings.

All staff will work closely with the SENCo to keep her fully informed of pupil need.

Designated Teacher with Specific Safeguarding Responsibility and Responsibility for Managing PPG/LAC funding

Dermot Hennigan (Headteacher)

Storing and Managing Information

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the Head Teacher or the SENCo, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is kept in the pupil's SEND file. All files are kept in the Learning Mentor's office.

Reviewing the Policy

The SEN policy will be reviewed annually.

Accessibility

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEN information.

Concerns

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will arrange a further meeting with the parent/carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors and the School Complaints Procedure will be involved after other avenues to resolve the situation have been exhausted.

Bullying

Please see school anti bullying policy available on the website or from the school office.

The SEN Report can be found using the following link

<http://www.stedmundswestlancs.co.uk/files/SpecialEducationalNeedsStatement2017.pdf>