

**SPECIAL EDUCATIONAL NEEDS & DISABILITY
POLICY**



CO-ORDINATOR

Miss Storey

DATE

March 2018

Renewal Date

March 2019

Our School Mission Statement



Jesus said, "Love one another as I have loved you"

The vision of our school is to create a warm, loving, safe, learning environment, to live the Gospel and to enable each individual to realize their full potential.

To live out our School Mission Statement we strive to:

- **appreciate and celebrate the uniqueness of every individual and enable them to develop and share their talents.**
- **show respect for everyone and for our environment.**
- **involve parents at every stage, as we recognise their role in their child's development.**
- **live the Gospel, in our daily lives, through collective worship, liturgy, prayer, reflection and exploration of faith.**

The school celebrates the Catholic faith throughout the Church's year. The school community gathers to celebrate Feast days and the Eucharis

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Principles

All schools must have regard to the July 2014 Special educational needs and disability code of practice: 0 to 25 years, the statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

The fundamental principles of the Code are that:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN

Practices and Procedures

At St Vincent de Paul Catholic Primary School we believe that children with special education needs & disabilities should be identified and assessed as early as possible, and as quickly as is consistent with thoroughness.

Provision for all children with educational needs should be made by the appropriate agency. In most cases this will be the child's mainstream school working in partnership with the child's parents: in most cases no statutory assessment will be necessary.

Where a child's needs cannot be met by the mainstream school in partnership with parents, where agreed L.A.s (Local Authorities) in conjunction with health must make assessments in accordance with prescribed time limits and must then write clear and thorough EHCs (Education health and social care plans), setting out the child's educational and non-educational needs. The objectives are to be secured, the provisions to be made and the arrangements made for monitoring of review. LAs must ensure the annual review of the special educational provision is arranged for the child and updating and monitoring of educational targets are carried out.

Those responsible must take into account the ascertainable wishes of the child considered in the light of his or her age or understanding and parents concerned. The Code strengthens the rights of a child with a statement to a place in a mainstream school.

There must be close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

The Code suggests a graduated approach for children with SEND. This approach recognises that there is a continuum of SEND and provides for increasing specialist expertise being brought to bear on the difficulties that a child may be experiencing:

- The Graduated Approach across Early Years and Primary Phase. (SEN Support)
- EHC Provision.

Action to meet this graduated approach

6.44 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.

The graduated approach can be explained as follows:

SCHOOL SEN SUPPORT

- When a child is not making adequate progress, despite high quality first teaching class teachers(*6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support*

- When a class teacher interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer , this provision will identified on the school Provision Map
- Where necessary individual personal targets will be set, following an assess, plan, do review model , monitored by the school SENCO (*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff 6.36*)
- Where progress is still a concern and targets not met the SENCO , and in consultation with the parents will ask for help from external services 6.39 *This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service.*

EHC (Education, health and Social Care Plan)

At this stage outside agencies e.g., Speech-Language Therapist, Cheyne Child Development Service are often involved. The E.P. will normally have been involved prior to this. The School or the parents can request a statutory assessment (EHC).

Footnote:

We adhere to the Westminster criteria for Special Needs in assessing and ensuring that children are correctly placed on the Code of Practice.

Objectives of SEND Policy

The purpose of this policy is:

- To define the approach and provision within St Vincent de Paul School for children with special educational needs and disability.(SEND).
- To ensure that staff are familiar with and can use the systems and procedures to identify, monitor record and review progress of children with SEND.
- To ensure that parents are involved in decisions
- To ensure that pupils are fully involved in decisions as far as is practicable.
- To ensure that pupils with SEND have equal opportunities.
- To ensure that pupils with SEND are offered a curriculum which takes into consideration their specific learning needs and are offered extra appropriate support providing an inclusive education.
- To outline the procedures for contacting and liaising with outside agencies.

The School's Aims for Children with SEND

At St Vincent de Paul Catholic Primary School we aim to implement a policy that will enable each individual child to reach his or her full potential. Our approach to special educational needs must be seen within the context of the school's Mission Statement and Curriculum Policy. We aim to enable each child to reach the highest possible standards of achievement whilst recognising and valuing differing natural abilities, and strengths and difficulties among the children.

The main focus for special needs work within the school is: to help those children with this is done in class, group or through individual tuition and may mean the child receiving a different learning programme from others in the class. Planning is done in consultation so that appropriate programmes of work are developed, which have clear outcome based objectives with arrangements for monitoring and reviewing.

In all cases, if the teacher feels that a child is experiencing learning difficulties or is under achieving, he or she will always consult and inform parents before any change is made to the child's normal learning routine.

Identification and Assessment

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

The four areas of need identified in the Code are:

1. Communication and interaction.
2. Cognition and learning.
3. Emotional, social and mental health (Behaviour alone is no longer a criteria)
4. Sensory and/or physical.

A child has a learning difficulty if he or she:

- a) Has a significant greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) Is under compulsory school age and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning disability solely because the language or form of language at home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) For a child of two or over educational provision which is additional to, otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- (b) For a child under two, educational provision of any kind. (Section 332 1996 Act).

In St Vincent de Paul, some pupils enter out Nursery School with SEND already identified. We believe that early identification is of paramount importance to a pupil's educational development. Therefore, children are monitored closely from the Foundation stage onwards so that any difficulties are noticed and recorded at a very early stage.

- When a need has been identified the class teacher, having notified the Headteacher and SENCO, will inform the parents.

At St Vincent de Paul a list of children on the Special Needs Register is kept by the SENCO.

Parents

There are regular meetings with parents. There are meetings with staff formally twice a year, once in autumn and during the Spring Term. Where there is an SEN concern parents will be consulted and met at least 3 times during the year and more regularly where necessary. *6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. 6.69 Parent discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.*

During the year there are other opportunities to liaise with the school's SENCO. Any meetings, whether teacher or parent initiated should be recorded.

The Westminster Local Education Authority is a member of the SENJIT Parent Partnership Consortium

Pupil Participation

6.70 The views of the pupil should be included in these (parent) discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

If pupil participation is to be taken seriously:

Everyone involved with children and young people must commit themselves to the challenge of ensuring pupil participation and to making it work.

- Everyone must recognise the legitimate interests of the other partners in decision making.

- There needs to be a commitment to the long-term involvement of pupils.
- Pupils need support and encouragement to help them become actively involved.
- Teachers, teaching assistants and parents may need to learn how to involve pupils actively in decision making
- There has to be a determination of all sides to make pupil participation work.

National Curriculum Progress

All pupils with SEN have access to all areas of the National Curriculum. Tasks are tailored to meet their individual needs.

- Teachers make provision for SEN pupils in short and long term planning which is available for parents to read.
- All pupils with SEND, including pupils with EHCPs are in mainstream mixed ability classes.
- Teachers ensure a variety of pupil groupings for learning and working in the classroom – mixed ability, friendship, interest groups etc.
- Monitoring of curriculum progress for all pupils on the COP is done half termly as part of pupil progress meetings with the head teacher, deputy, school SENCO and class teacher

The class teacher has opportunities to identify needs through the assessment procedures in place throughout the school. These procedures include the Early Years Profile, termly testing, diagnostic standardised testing and SATS combined with class and playground observations

Pupils at NC levels below that expected for year group are monitored, with the class teacher differentiating work appropriately.

Pupils, who appear to be underachieving, although working within appropriate NC levels, may have a specific learning difficulty or a problem of an emotional nature. In these cases, discussion will take place with parents and further assessment undertaken where necessary.

Medical or Physical Needs

Concerns about health, physical and sensory needs expressed by concerned parties will be followed up and arrangements made to meet these needs.

Behavioural and Emotional Needs

Where concerns are raised about a pupil's behaviour or emotional needs, meetings will be arranged with parents and school so that a programme can be put in place. Programmes range from meetings with class teacher, Head or SENCO on a regular basis to contacting external agencies such as the Anna Freud Family Centre.

Organisation of Targets and Pupil Files

- Children with identified SEND have targets which are reviewed according to the PLAN DO REVIEW model
- Targets and provision maps are kept in class files
- Needs and actions are discussed with parents at least 3 times per year
- SEND files are kept in class. Access to these is limited to people who work with the children.
- The SEND list is updated termly

Roles and Responsibilities

SENDCo-ordinator

The Head has overall responsibility for the policy throughout the school. He has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEN.

The day-to-day management of SEN is delegated to the SENCO.

The SEND Co-ordinator is responsible for:

1. The day-to-day **operation** of the school's SEN policy.
2. Coordinating SEND provision, advising and liaising with colleagues.
3. Liaising with parents and outside agencies such as educational psychologists, medical and social services and support teachers.
4. Contributing to in-service training.

The Governing Body

Named Governor: Fr. John Scott

The governing body must:

- Do their best to secure that the necessary provision is made for any pupil who has special education needs.
- Secure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LEA that a pupil has SEN, those needs are made known to all who are likely to teach him or her.
- Secure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEN.

- Consult the LEA; as appropriate, the Funding Agency; and the governing bodies of other schools, when it seems to them necessary or described in the interests of coordinated SEN provision in the area as a whole.
- Ensure that the pupil joins in with the activities of the school together with pupils who do not have SEN, so far as that is responsibly practical and compatible with the provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to this Code of Practice when carrying out their duties towards all pupils with SEN.

Class Teachers

Class Teachers are responsible for the learning of all pupils in their class, and the delivery of all NC subjects. They strive to meet the needs of all children and to provide a broad and balanced curriculum. They consult with the SENCO and draw up the provision map and targets at least termly

Learning Support Assistants

Teaching assistants /LSAs work with children with EHCs, with guidance from the class teacher. They help to guide the children's learning and try to maintain an appropriate balance in the support they provide to avoid children becoming over dependent. They also participate at reviews. They work generally in groups and contribute to the organisation of the class

Staffing Policies and Partnership beyond the School

Staff Development

The SENCO arranges whole staff training on SEN related issues on an annual basis with input from the Educational Psychologist. The SENCO attends ongoing training run by the LEA on a regular basis.

Learning Support Assistants receive appropriate training as well depending on their needs and those of the children with whom they work.

On an ongoing basis:

- Support is available through curriculum coordinators for individual subject areas.
- The SEND Co-ordinator and Headteacher may offer advice and support and recommend further action.
- Staff meetings to discuss SEND policy and practice take place regularly.
- SEND courses are available through the LEA.

- SENJIT (Special Educational Needs Joint Initiative for Training) – Institute of Education. St Vincent de Paul School subscribes to this. Courses and literature are available.

Educational Psychologist

The EP visits the school regularly to work with teachers on:

- consultation and assessment over individuals who cause concern;
- consultation and assessment over groups or classes who cause concern;
- consultation and assessment over organisational issues which cause concern;

These three levels are inter-related and lead to more effective work and a wide coverage.

All of this work is carried out according to the needs and priorities of the school through collaborative work with teachers, with the school deciding priorities. Consultation takes place with the people 'most concerned' i.e., the class teacher, parents and Headteacher. This partnership illustrates the view that the EP cannot be an effective agent of change in relation to school based concerns when s/he works alone, but he can be an effective role partner with skills and expertise to share in supporting teachers as agents of change within the school.

Individual Support Teachers

For some pupils who have an EHC part of the Educational provision may be a Learning Support Teacher for part of the week. This teacher is paid for by the LEA. The LST works with the pupil, teacher and the school to implement the Statement.

Links with Other Schools/Nurseries

For Year 6 children transferring to secondary school, St Vincent de Paul School participates in the borough scheme of transferring information to secondary schools. This information can include effective strategies and ideas about new targets.

Where children are transferring to special school the SENCO tries to visit that school and arrange for the particular child and parents to do likewise.