

St. Gildas' Catholic Junior School



Special Educational Needs Policy January 2014

NB - This policy is liable to require updating when new legislation is put into force. We are currently following guidance from the local authority regarding changes but have not included draft changes into policy as yet. (Jan. 2014)

St. Gildas' Catholic Junior School



St. Gildas' School Mission Statement

Our aim in St. Gildas' School is to provide an excellent education founded on Christian principles, recognising the needs of each individual and valuing the contributions of our whole community.

Our commitment is, therefore, to:

- ❖ Promote the development and practice of Catholic Christian values throughout the general life of the school;
- ❖ Provide an excellent education in which all children will have the opportunity to reach their full potential; spiritually, intellectually, emotionally and physically;
- ❖ Provide a sensitive and caring approach within a secure healthy environment in which all children will, through an enriched curriculum, be inspired to develop a wide range of talents and skills;
- ❖ Develop in our children, in partnership with parents and the school community, a commitment to truth, justice and equality and an understanding and appreciation of other cultures and faith traditions;
- ❖ Foster positive relationships, self esteem, respect for the gifts and needs of each individual, and an awareness of the unique contribution each person can make to the community.

The beliefs and values the Mission Statement communicates should inspire and draw together every aspect of the life of the school.

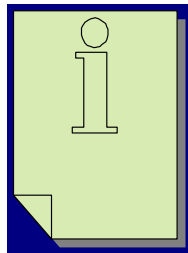
Contents

The policy consists of three main sections:

Basic information: school's special educational provision.

School's policies for identification, assessment and review for pupils with SEN.

School's staffing policies and partnerships with bodies beyond school.



Please note: 'SEN' = abbreviation for 'Special Educational Needs'
'COP' = abbreviation for 'Special Educational Needs Code of Practice'
'SDP' = School Development Plan
'LA' = Local Authority
'EPS' = Educational Psychology Service
'SEAL' = Social & Emotional Aspects of Learning

Basic Information: school's special educational provision.



Basic Information: School's Special Educational Provision.

Introduction

The school provides a broad and balanced curriculum for all children. The National Curriculum is the 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 learning that mean they will 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 so, enable them to participate effectively in curriculum and assessment activities. Such children may need additional help 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. 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.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that require Special Educational Provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have Special Educational Needs, but may still have rights under the Disability Discrimination Act. The school will assess each child, as required, and make the appropriate provision based on their identified needs.

Objectives in Making Provision for SEN

Special Educational Needs objectives complement, St. Gildas' own Mission Statement, aims and values. They also relate to the principles of the Code of Practice and Critical Success factors (1:5 and 1:6 of COP).

School aims to:

- identify, assess and provide for pupils with SEN;
- identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- create an environment that meets the Special Educational Needs of each child;
- ensure that all pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities so that pupils with SEN have full access to all elements of the school curriculum;
- encourage pupils with SEN to develop confidence and to recognise value in their own contributions to their learning, giving them a positive sense of themselves;
- encourage regular and effective communication between parents/carers and the school to ensure that parents/carers are able to play their part in supporting their child's education;
- encourage pupils with SEN to express their views and be fully involved in their learning, having a voice in their educational process;
- ensure parents/carers are informed of their child's special needs and promote effective partnership – involving outside agencies, when appropriate, and making clear the expectation of all partners in the process.

Educational Inclusion

The school aims to offer excellence to all its children, whatever their ability or needs. There are high expectations for all of the children. The school aims to achieve this through the removal of barriers to learning and participation. It is important for all children to feel that they are valued members of the school community. Through appropriate curricular provision, it is recognised 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, literacy and beyond;
- planning to develop children's understanding through the use of their senses and of varied experiences;
- 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 individual children to manage their emotions, particularly trauma or stress, and to take part in learning.

The SENCO

The SENCO is Mrs. Dawn Dias. In collaboration with the Headteacher and Governing Body, she plays a key role in determining the strategic development of the SEN Policy and SEN provision in school. Developments aim to nurture the well-being of pupils with SEN and raise their achievements.

In school, the SENCO:

- 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 special educational needs;
- can act as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with Special Educational Needs;
- contributes to the professional development of staff.

Arrangements for Coordination of Provision

The Headteacher holds responsibility for the daily *management* of all aspects of the school's work, including provision for SEN. The Headteacher and SENCO keep the Governing Body fully informed on SEN developments. The SENCO takes daily responsibility for the *operation* of the SEN Policy and coordination of the provision made for individual pupils with SEN. This involves working closely with staff, parents/carers and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN (see 5:30, 5:31 and 5:32 of the COP).

The designated teacher for Child Protection is the Headteacher, supported by the SENCO. The SENCO is also the Inclusion Manager and coordinates the areas of 'Looked After Children', 'Pupils With Medical Needs' and 'Vulnerable Children'. The Headteacher and SENCO work together to ensure that these areas operate according to required procedures (see 5:29 of the COP).

The 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 does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and evaluate the success of the implementation of the school's policy for children with Special Educational Needs. The Governing Body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with Special Educational Needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a Statement of Special Educational Needs are aware of the nature of the Statement.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, and personnel: also that parents are informed of the implementation of the school's policy for pupils with SEN.

Allocation of 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 children with Statements of Special Educational Needs.

The Headteacher informs the Governing Body of how the funding allocated to support Special Educational needs has been used.

In consultation with the SENCO, the Headteacher and Governors Finance Committee plan the necessary resources for inclusion within the School Development Plan (SDP). Proposed expenditure is reported to the relevant Governors' Committees.

Admission Arrangements

St. Gildas' upholds the Code of Practice's requirement that:

“All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.” (1:33 COP)

In keeping with COP requirements for admissions and inclusion, the school considers applications from parents/carers of children who have SEN but no Statement of SEN. This operates on the basis of the school's published admissions criteria. Such children are considered as part of the normal admissions procedures.

A copy of the school's Admissions Policy may be obtained from the school office or from the school's website.

Facilities which increase/assist access for pupils who are disabled

The School welcomes applications for admission from parents/carers of pupils with mobility needs but does not have complete wheelchair access. The Governors would, however, make efforts to accommodate a pupil's particular needs. They would work with the LA to improve facilities.

Specialist Provision

The SENCO holds post-graduate SEN qualifications. She has Qualified Teacher Status and is, in addition, a qualified Specialist Teacher of Learners with Specific Learning Difficulties. The SENCO is also a qualified Level 1 counsellor and a member of an accredited counselling association. This bears particular relevance to her Child Protection work, Looked After Children, Vulnerable Children and Pupils with Medical Needs work.

The School has obtained 'Tracks Literacy Status' as the SENCO is a trained Tracks Teacher. 'Tracks' is endorsed by the Haringey Educational Psychology Service (EPS) as an effective system for teaching reading and spelling skills – particularly to those pupils presenting related Special Educational Needs. Methodologies have been disseminated in the school.

The Headteacher and SENCO have worked with the EPS to develop SEN Information, Communication & Technology support (successfully completing a pilot project) and also to develop strategic management methods for SEN. Following a successful pilot project with the EPS, the 'Ruth Miskin Phonics Scheme' was implemented. School also engaged in a pilot project for the LA's Numeracy Team, implementing the 'Wave 3' Maths intervention. The school has worked with the EPS sharing both its good practice of tracking pupil progress and its SEN Policy with other schools. School has worked with the Speech, Language & Communication Service to pilot their 'School Talk' project. The LA invited the school to share its good practice of SLC related systems with related Service Managers and other schools.

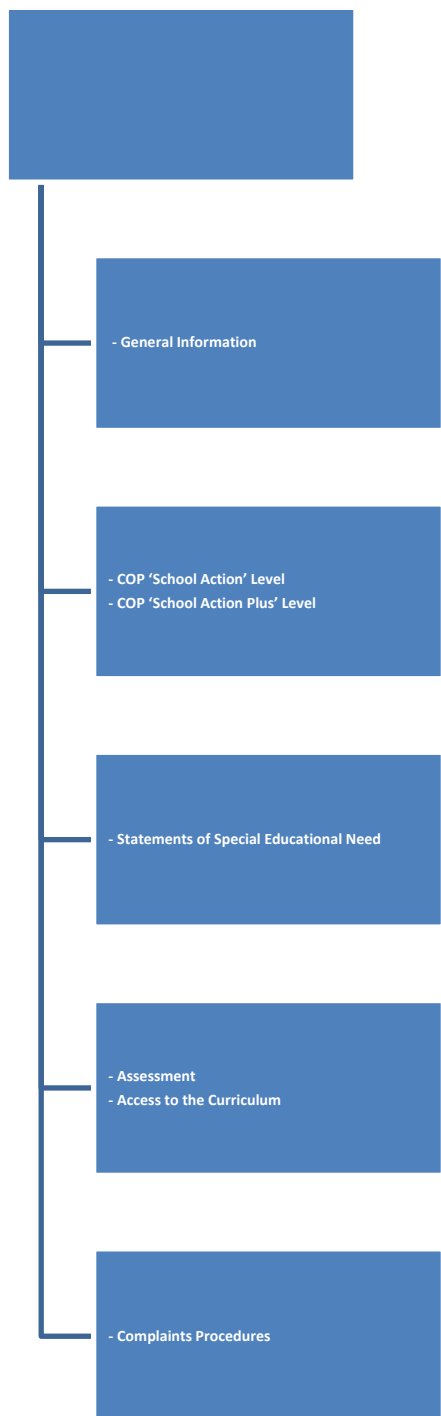
St. Gildas' has been part of the EPS' 'SEAL' pilot project (Social & Emotional Aspects of Learning). School has shared good practice with other schools. It has also participated and modelled training for VA Schools, complementing the R.E. scheme with the objectives of SEAL.

The School's Learning Mentor works closely with staff and with some children with SEN. The Learning Mentor has been instrumental in delivering 'SEAL' learning activities and in utilizing its resources. She has also liaised with the LA regarding further development of SEAL.

One TA has 'Higher Level Teaching Assistant' status and has also completed accredited ICT training. One TA has completed Elklan accredited SLC training. TAs have benefitted from internal and external training opportunities.

Staff benefit from outside agency training which enables related interventions to be implemented accordingly e.g. 'The SHARE Project', Ruth Miskin Literacy, Secondary Transfer groups and provision for pupils with Autistic Spectrum Disorder and SLC/OT needs. The Learning Mentor and SENCO also facilitate Therapeutic Story Writing Groups. Internal training has facilitated implementation of special provisions e.g. the Inferencing Training Programme, the use of BSquared Maths materials to support group/1:1 provision and Literacy-based groups which target spelling and sentence construction. The SENCO's Provision Map shows more fully the provisions that the school offers in relation to Special Educational Needs and Additional Needs and the year groups accessing them. The SENCO produces Provision Impact Maps to show the impact of interventions on progress/pupil-types and to consider further ways forward. The Learning Mentor is instrumental in the delivery/dissemination of training related to pupils' well-being.

School's policies for identification, assessment and review for all pupils with SEN.



School's policies for identification, assessment and review for all pupils with SEN.

General Information

Children with Special Educational Needs have learning difficulties that require special provision to be made. All children may have special needs at some time 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 other children of the same age.

Many of the children who join the school have already been in early education. In some cases, children join with their needs already assessed. All children are assessed when they enter St. Gildas' so that their prior learning can be built on. This information provides starting points for the development of an appropriate curriculum for all of the children.

School follows COP and LA guidance, also school policies, as aids for the identification, assessment and review for all pupils with SEN. More information may be gained from the Headteacher and SENCO.

COP 'School Action' Level

If a pupil is not making adequate progress, he or she will be identified as having Special Educational Needs, following parental consent. The triggers for those interventions are described in the SEN COP: 4:21, 4:31, 5:44, 5:56, 6:51 and 6:64. Intervention/additional support will be provided and will be reviewed through the ensuing system.

Evidence is usually collected through the usual assessment and monitoring arrangements (Code 5:13 and 6:12). It will suggest that a learner is not making the expected progress. The Class Teacher will consult with the SENCO in order to decide whether additional intervention/provision is necessary. Ms. Pat Till, the Ethnic Minorities Achievement Teacher, provides guidance relating to the needs/provision necessary for pupils with English as an additional language.

In consultation with pupils, parents/carers and the Class Teacher (and possibly other persons) an Individual Education Plan and/or a record of the intervention may be written. The LA would expect a minority of children with SEN to have these plans. The Individual Education Plan will set targets for the pupil and will detail:

- the short-term targets set for or with the child;
- actions to be taken;
- monitoring arrangements;
- when the plan is to be reviewed;
- a review of targets will appear on the next Individual Education Plan/review notes.

The LA has expressed a preference for 'Intervention and Outcome' sheets to be completed. These note the nature of the intervention and includes baseline and outcome information. Speech, Language & Communication Monitoring sheets are also used to record intervention and outcome.

School aims to review documentation on a termly basis, through review meetings with parents/carers. Pupils may be invited to attend part of their Review although staff respect parental requests to the contrary. Sometimes pupils provide their views in written/pictorial forms. The SENCO may sometimes ask Class Teachers to take responsibility for devising/updating 'School Action' level records of support. Support may be provided by the SENCO.

COP 'School Action Plus' Level

When the School has evidence that a pupil is making insufficient progress, despite significant support/intervention at 'School Action' level, School may seek further advice and support from outside professionals. Pupils and parents will be involved and kept informed about the involvement of external agencies - and proposed interventions. The range of support available at 'School Action Plus' may be similar to that provided at 'School Action'. However, it is likely to be more intensive, individualised and sustained. In addition, advice from outside professionals may be incorporated into the Individual Education Plan/record of intervention(s). These professionals can be invited to contribute to the monitoring and review of progress.

Statements of Special Education Needs

In the case of a minority of pupils, the school may have evidence that a pupil is making insufficient progress, despite graduated interventions at 'School Action Plus'. The school may apply to the LA for a Statutory Assessment. Parents/carers will be kept fully involved and informed. Parents/carers may decide, to what extent, they would like school to involve their child in the process.

The Statutory Assessment process generally involves the LA assessing evidence regarding pupils' abilities/attainments and the effects of provisions/intervention measures over time scales. Evidence is derived from parents/carers, the school and relevant outside agencies. The LA considers whether a pupil's learning difficulties or developmental delays are likely to be best addressed through a Statement of Special Educational Need. More information about the process can be obtained from the SENCO. The process is also explained in 5:62f of the COP.

A parent/carer may wish to make a direct request to the LA for a Statutory Assessment. Parents/carers are strongly advised to seek advice from the SENCO before proceeding.

The assessment may result in a pupil receiving a Statement of Special Educational Need. In addition to the regular review of their Individual Education Plan/records of intervention(s), their progress and specific support (outlined in their Statement) will be reviewed annually and a report provided for the LA. When pupils are due to transfer to their secondary phase of education, planning for this will start in the year prior to transfer.

The provision for pupils with Statements depends on each pupil's individual needs and school/LA resources.

N.B. – School cannot guarantee the attendance of anyone invited to a Review Meeting.

Assessment

- Early identification of SEN is essential. The Class Teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENCO works with parents/carers and teachers to plan support.
- A variety of assessment methods can be used and may relate to different aspects of learning.

The LA seeks a range of advice before devising a formal Statement. The needs of the child are considered to be paramount in this.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated enabling them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is appropriately differentiated and assessment informs the next stage of learning.

Individual Education Plan targets can be incorporated into various learning contexts. All children with Special Educational Needs have an IEP and/or record of intervention(s).

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when it is necessary to maximise learning by withdrawing children from class, to work in small groups, or in paired/one-to-one learning contexts.

Complaints Procedures

The school's Complaint Procedures are summarised in the School Prospectus, which is available on the school website: www.stgildas.co.uk. A personal copy may be obtained from the administration staff, in the Reception Office. The full School Complaints Procedure is available on the school website or from the Reception Office.

Parents may wish to access Parent Partnership services. The Local Authority may helpfully see their Parent Partnership Service as the main approach to preventing disagreements from arising (COP 2:22).

Parents should refer to the Local Authority for information on their services offered and how parents can access them.

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School's staffing policies and partnerships with bodies beyond school.



School's staffing policies and partnerships with bodies beyond school.

Arrangements for SEN Training and Development of Staff

The school considers the training needs of all Class Teachers, Teaching Assistants and the Learning Mentor, taking into account priorities and professional development. Particular support is given to Newly Qualified Teachers and to other new members of staff.

The Headteacher and SENCO may arrange for the LA/outside agencies to provide training for Teachers, Teaching Assistants, SMSAs, the Learning Mentor.

The SENCO provides training for Teachers, Teaching Assistants, the Learning Mentor and the Welfare Assistant. They may also receive training from curriculum coordinators and the Higher Level Teaching Assistant.

Training has also been provided by other external bodies e.g. Kestrel House Special School.

The SENCO also aims to attend the LA's termly SENCO Conferences and to disseminate content to staff. The LA also facilitates SENCO Forums. A cluster of local schools' SENCOs meet, at intervals, to share good practice and learn more about SEN initiatives.

The school has responded to government Inclusion Development Plans through related training and implementation.

Arrangements for Partnership with Parents/Carers

The school encourages active partnership and the home-school agreement is central to this.

The school normally holds termly Review Meetings with parents/carers to discuss their child's needs and progress. The SENCO attends as many meetings as possible. It can be necessary to invite outside agencies to Review Meetings. They discuss their supporting roles and can assist with setting progress targets/interventions, according to a child's needs. The attendance of any invited party to a review meeting cannot be guaranteed. Once invited, parents/carers need to inform the school whether or not they will be attending the meeting.

The school can provide information about the Parent Partnership Service to all parents/carers of pupils with SEN. Alternatively, the LA can be contacted for more information regarding support for parents.

Parents/carers of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Pupils' Class Teachers aim to work closely with parents at all stages of their education. Class Teachers should be the first 'port of call' in the case of any queries relating to progress and needs.

Pupil Participation

The school encourages children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages.

Links with other mainstream and special schools

The SENCO is in contact with the SENCO of St. Peter-In-Chains R.C. Infant School. This is St. Gildas' main

feeder school. A particularly important liaison occurs during each summer term but transition work can begin much sooner. The needs of pupils with SEN (ready to transfer to St. Gildas') are discussed. SEN documentation is transferred accordingly. Year Two Class Teachers meet with Year Three Class Teachers. Further discussions, regarding pupils with SEN, take place. Pre-transition visits to St. Gildas' are organised for children who would benefit from particular familiarisation with the school. These children are identified by the Infant School staff.

Some pupils with SEN transfer to St. Gildas' from other schools. It can be necessary for the SENCO to contact the previously involved staff/agencies for additional information or clarification of needs.

The SENCO liaises with secondary schools. Secondary SENCOs/Heads of Year Seven are invited to attend the summer Review Meetings for Year Six pupils with Statements of SEN. Sometimes, transition work begins much sooner. Secondary representatives are sometimes invited to attend review meetings for Year Six pupils at 'School Action Plus' level. Some secondary representatives prefer to arrange their own visits to school or prefer to communicate via other means. They may want to meet pupils and discuss pupils' needs with the Class Teachers/SENCO.

When pupils transfer to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the '*Education (Pupil Information) Regulations 2000*'.

St. Gildas' has established a positive link with Kestrel House School. All pupils at Kestrel House School are on the Autistic Spectrum. The schools are working together to provide pupils with opportunities for inclusion and reverse-inclusion. Selected children/parents from St. Gildas' can learn about the needs of those diagnosed with ASD. The SENCO takes a small group of Yr.6 pupils for weekly lunchtime play visits.

The SENCO is kept updated on other significant developments (and related provisions) at the LA's SENCO Conferences and training sessions.

St. Gildas' has liaised with other schools, via the Network Learning Community system. The school has taken an active part in sharing good practice.

The School's SEN Policy has been forwarded to other schools seeking assistance in SEN Policy writing.

When appropriate, St. Gildas' and the feeder Infant School benefit from joint training opportunities.

Links with other agencies and voluntary organisations

External support services play an important part in helping school to identify, assess and make provision for pupils with Special Educational Needs.

The Local Education Welfare Service monitors attendance levels in school. The Headteacher liaises with the service and refers any concerns regarding the attendance of individual pupils.

The SENCO can be contacted for information leaflets explaining the roles of various outside agencies including those noted below.

The Educational Psychologist (EP) visits school, according to the LA's time-allocation criteria. The EP and SENCO usually meet at the start of each year to discuss pupils' needs and SEN developments. They may meet to review the EP's caseload/SEN developments at other times during the year.

The Educational Psychologist feeds back his/her work to the SENCO after each visit. The SENCO keeps parents/carers, the Headteacher and Class Teachers informed on EP developments. It can be necessary to invite the EP to Review Meetings. When necessary, out-borough EPs are invited to attend Review Meetings for pupils living outside of Haringey.

The Speech, Language and Communication Service currently provides the school with a Language Support Teacher who works in School according to the outcomes of referrals. The Service also incorporates The Haringey Autism Team which School accesses as necessary. The Service also provides School with a Speech and Language Therapist who usually works in School over alternating half-termly blocks. The SLC Service allocates differing amounts of input-time to individual pupils, according to their needs and according to their caseloads.

The Language Support Teacher and Speech & Language Therapist meet jointly with the SENCO at the start of each year to discuss planning and provision for identified pupils. The Autism Team also liaises with the SENCO to ensure that their caseload is up-to-date. Outside Agencies can also liaise with the SENCO, Class Teachers and Teaching Assistants throughout their visits, each term. It can be necessary to invite these professionals to review meetings.

St. Gildas' receives visits from Advisory Teachers for the Hearing Impaired. Training has been delivered to ensure that the school creates and operates effective listening and learning environments.

Additionally, it can be necessary to work with other specialist advisory teaching services for children with e.g. impairments, physical difficulties, Autism, and emotional/social/behavioural difficulties. It can also be necessary to work with health services (e.g. Child Development professionals, Occupational Therapists and the School Nurse), Family Support Workers, Social Services and other local or national voluntary organisations.

Success Criteria

The SENCO will check that 'School Action' stage Review Meetings have been completed, each term, with the appropriate documentation.

All pupils with Statements of SEN are invited to attend part of their Annual Review Meetings. They will be encouraged to share their views (some views are circulated prior to meeting). Where parents feel it is appropriate, children with SEN may be invited to attend part of their termly Review Meetings and share their views.

Bell Curve Charts are used as a means of identifying underachievement in Maths, reading (decoding) skills, oral comprehension skills and spelling skills. Bell Curve Charts are devised using data from related assessments. The charts are updated termly although Maths charts are updated annually in addition to other termly Maths assessments. Bell Curve charts serve as a means of pupil-progress tracking and are an important part of the strategic management of SEN.

The School has a system for screening and acting upon children's Speech, Language & Communication skills. This screening also identifies children with potential gross motor skills difficulties. This good practice has been shared with the LA and other schools.

Computer programs are used to assess some children's Literacy, Numeracy and sequencing skills and their findings may help to establish necessary provisions.

All subject coordinators give due regard to SEN issues, when formulating their policies, and delivering in-school training.

This SEN Policy will be reviewed bi-annually with Governors and staff. The SEN Governor and Headteacher will monitor the implementation of the policy and the SENCO will submit a termly report to Governors on the development of SEN provision. The Headteacher will report annually to Governors on the progress of pupils identified as having SEN through the analysis of 'Raise-on-line' data.

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January 2014