



ST. GILDAS' CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

Our Mission Statement

"Through our actions we will try to live as Jesus lived."

"The glory of God is a human being fully alive"

This is the goal of Catholic education; to draw out the potential in each person to the full, in a community which recognises the centrality of Christ as our guide and inspiration. Christ speaks to us in human terms of God, by what he is, says and does."

The Church's Mission in Education, Cardinal Basil Hume, OSB

This document aims to provide guidance on how to identify and support children with Special Educational Needs ensuring inclusion with all aspects of school life. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and the Equalities Act 2010.

This includes gifted & talented children, although procedures for this group are specified in our Gifted and Talented Policy. It is the responsibility of each member of staff to ensure that the principles and procedures are adhered to at all times.

Children with Special Needs

Definition of terms

Up to 20% of children will have some kind of special needs during their life.

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

A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the child's age.

Aims

In implementing this policy we aim to:

- Evaluate strategies for the early identification of Special Educational Needs, of whatever kind.
- Have a philosophy of support and inclusion.

- Continue to develop an ethos and curriculum of appropriate teaching styles to help those that find learning difficult.

Special Educational Needs Staff

The overall responsibility of every child belongs to the class teacher. The class teacher should always be aware of, and involved in, the assessment, monitoring and reviewing of all children in their class, especially those who are Free School Meals (FSM), English as an Additional Language (EAL), and Special Educational Needs (SEN). In line with this, the class teacher should help with planning, be aware of what is taking place in the intervention groups and how their children are progressing.

Name	Role	Responsibility
Patricia O'Donnell	Head Teacher (Interim)	Child Protection Attendance
Sinead O'Brien SLT	Assistant Head & Inclusion Co-ordinator	SEN Gifted and talented / More Able Pupils EAL Looked After Children (LAC) Child Protection Travellers, refugees FSM
Mary Quinn	Learning Support Assistant	Medical
Linda McColl	Support Teacher	Intervention programmes eg Phonics and Maths
All TA's	Learning Support Assistants	SEND Support (formally SA & SA+)

Inclusion

Admission Arrangements

Non – statemented children with special educational needs will be admitted on the same basis as all other children provided that with modifications agreed as suitable with the appropriate advisory unit their needs can be met. We will not discriminate on the grounds of physical difficulties including hearing and sight difficulties, nor will we discriminate due to learning or behaviour difficulties including dyspraxia, dyslexia, autistic tendencies.

Facilities

Acoustic and visual challenges could arise if physically disabled children were at the school. These factors will be considered and discussed before admission and modifications made to the building if necessary.

All teaching areas have reasonable access by wheelchair as does the main hall.

SEN Inset

All suitable opportunities for the Special Educational Needs Co-ordinator (SENCo) to attend relevant INSET will be taken. Feedback opportunities will take place at staff meetings and on INSET Days.

We will also supply whole staff training provided by the Local Educational Authority (LEA) and other specialists e.g. Educational Psychologists & Speech and Language

Therapists where appropriate.

External Support

We work closely with the Inclusive Education Advisory Team who are the main support for teachers and children with SEN. We work with the Educational Psychologist, the Speech and Language Therapist and the Primary Project. We also work with Occupational Therapists and Paediatricians.

Links with other Educational Establishments

We maintain a high level of liaison with any schools which are involved in the transfer of children both before and during secondary transfer. Reports and records are passed promptly between schools both orally and in written form.

Allocation of Resources

The school allocates a considerable amount of its budget to the provision of resources to meet the needs of children with SEN. This contributes to some of the teaching assistant provision and a budget to purchase resources.

The teaching assistant time can be used by the class teacher for whatever they choose including supporting the SEN children in their class. Children at SEND support level receive individual or very small group teaching from an SEN teacher or teaching assistant.

Curriculum Balance

Our aim is to ensure that, through differentiation, children with SEN should have access to a full and broadly balanced curriculum with minimal withdrawal from class activities. We aim to teach using a variety of teaching and learning styles. Plans are differentiated to meet the needs of all children.

Integration

Children with SEN are fully integrated in all school activities unless physical disability would make participation a hazard to themselves or others.

It is the policy of this school to keep an internal record of initial concerns. This means children who may be encountering mild difficulties are monitored although the concern is not at a level where school action is required.

Identified children are initially given a differentiated programme in the school prepared by the class teacher and delivered by the class teacher or teaching assistant (TA). If after a short time, a term at least, the child is still not making adequate progress a discussion takes place with the class teacher and SENCo and the child is moved onto School Action on the SEN Register.

The SEN Register is kept in all class SEN folders and the SENCo filing cabinet and is updated every term.

Partnership with Parents/Carers

In all our work we ensure a close partnership with:

- Parents/Carers of children with SEN
- Parents/Carers who have disabilities or SEN themselves

Identification of Special Educational Needs

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be.

Children with SEN will have one or a combination of the following areas of need: (SEND Code of Practice 2014)

- Communication and interaction
- Cognition and learning
- Emotional and social development
- Sensory or physical

Some children are able to make early progress in many areas of the curriculum, particularly at the oral level but as recording and reading becomes more important children may show significant difficulties in reading, writing, spelling or number which are not typical of their general level of performance. These children may have a specific learning difficulty. These children will be deemed as not making adequate progress.

The purpose of identification is to work out what action we need to take as a school, not to fit a pupil into a category. We consider the needs of the whole child.

Currently standardised assessments of word recognition and phonic skills are carried out in June of the child's first year in school. These assessments give us information across the full ability range. In subsequent years children are tested annually in Reading, Writing, Spelling and Mathematics including mental work. These take the form of:

Year 3: Teacher assessment
Year 4: Teacher assessment
Year 5: Teacher assessment
Year 6: SATS

In order to ensure that children with Special Educational Needs are identified and that appropriate learning programmes are provided throughout their time at this school the recognised graduated response is used:

Initial Concern (teacher expresses a concern and monitors child)

Phase 1 SEND support (support within school through targeted intervention)

Phase 2 External Agencies: involvement may include observation, strategies for teaching and follow up sessions.

These phases are part of the Graduated Approach to SEN Support that relies upon constant communication between the teachers, phase leaders, SENCO and SLT. The co-ordination of education provision for pupils with SEN is achieved through the Headteacher, SENCo, SEN teachers and class teachers working closely together.

Identification, Assessment, Monitoring and Review

SEND Support

This stage involves the initial identification of a special educational need, gathering information, making, monitoring and reviewing an individual educational plan.

1. After a period of initial concern the class teacher identifies the child as having difficulties/failing to make progress in their group at the same rate as a majority of pupils in the class.
2. Class teacher discusses with the SENCo the need for the child to be considered under the SEND support procedures. Parents to be informed by the class teacher.
3. Further differentiated programmes provided, monitored and supported by the SENCo, delivered by the teacher and wider school based provision.
4. Class teacher continues to gather evidence and collect dated annotated samples of children's work as evidence of difficulties e.g. list of words recognised/ spelling tests etc.

Evidence to be gathered by the class teacher may include:

From the School

Previous Annual Report and Class Records (BPR)
 National Curriculum Attainments
 Standardised Test Results or Profiles
 Checklists (behaviour, speech and language)
 Records of Achievement

Observations on the Pupil's behaviour if cause for concern *is that of serious behaviour problems*

- a) Incidents must be recorded on the appropriate pro forma and kept in assessment file for Head teacher to see.
- b) Recording should be simple, functional, first hand and objective.
- c) Any playground incidents to be recorded in the Incident Book in the Medical Room

From the Parents

Views on the child's health and development
 Perceptions of the child's performance, his/her progress and their behaviour at school and at home. (Parent Consultations)
 Factors contributing to any difficulty

From the Child

Personal perceptions of difficulties and how the child would address them (recorded on Individual Education Plan - IEP)

From the School Nurse / Doctor

A health surveillance report if relevant. (Copies in SEN File)

From Social Services

Any involvement or concerns about the child's welfare

Class teacher to review evidence and consider how the child's educational needs may be best addressed.

The information at this stage will reveal:

1. Different perceptions of those concerned with the child
 2. Immediate educational concerns
 3. The wider context of the child's learning difficulties.
- On the basis of the information now available and in consultation with the pupil and SENCO the teacher will produce an IEP sheet.
 - A copy will be kept in the Class Inclusion File in the classroom for all teachers and teaching assistant to read in order to support the child in achieving their

targets. A second copy will be kept in the Inclusion Filing Cabinet.

In many cases, no further action will be needed at this stage. If this is the case, the SENCo should record such a decision. The class teacher will inform the child's parents and review the IEP no later than one term from the date of the decision.

IEP

This should specify:

The child's strengths and interests

The child's curricular needs

Priorities, learning objectives, (3 or 4 short term SMART targets)

Criteria for success (action)

Monitoring and recording arrangements additional and different to the differentiated curriculum (e.g. lower year group QCA Papers, Reception Words)

Non-curricular needs

Pastoral care arrangements

Review Arrangements

Review date, people to be involved (e.g. TA, parents)

- A copy of the IEP must be kept in the Class Inclusion File and in the SENCo Filing Cabinet.
- The targets should be decided upon with the child.

Regular reviews should focus on:

My IEP Review

The progress made by the child

The effectiveness of the plan

Updated information and advice

Future action

The outcome of the review may be:

1. **The child no longer needs special educational provision** – The parents are informed and the teachers continue to ensure adequate progress continues.
2. The child should continue at **SEND support stage** – if adequate progress has been made it will be necessary to draw up new Learning Goals. This may specify new learning objectives in the light of experience of the first plan. Progress will be reviewed after one term.
3. If after a period of no longer than two reviews at the SEND support phase the individual plans have not resulted in the child making adequate progress the teacher and SENCo in consultation with the Head teacher may decide to move the child to **SEND Support with External Agencies**

SEND Support with External Agencies

At this phase the SENCo and class teacher share the responsibility for assessing the child's learning difficulty and planning, monitoring and reviewing the special educational provision.

1. SENCo and class teacher to arrange a meeting with parents to discuss appropriate support and concerns.
2. On basis of information available the SENCo, in consultation with the class teacher, external advice will be sought.
3. The SENCo and class teacher should set a review date which should be within one term.

The class teacher should convene the review meeting which should focus upon:

SEND Support with External Agencies Review

The progress made by the child
The effectiveness of the education plan
Updated information and advice
Future action
Parents'/child's views

The outcome of the review may be:

1. The child reverts to SEND support – the child's progress has been significant and many perceived needs have been met – after 2 review periods, a new Learning Goals plan may be drawn up: the parents are informed and a further review date agreed.
2. The child should continue at SEND Support with External Agencies – the child's progress has been satisfactory. A new Learning Goals plan may be drawn up setting learning objectives in light of previous experience. Progress reviewed after one term.
3. The school or parents will request the LEA to initiate a statutory assessment – if after a maximum of two review periods at SEND Support with External Agencies the pupil is still demonstrating significant cause for concern.

The procedure as set out in the Code of Practice 2014 will be followed.

Whatever course of action is taken the arrangements for a review should be put in place and the child's parents informed.

The child may be given a Education and Health and Care Plan as a result of this assessment. If not, the child will return to SEND Support provision.

Monitoring and Evaluation

We will monitor and evaluate the success of our policies for and the progress made by children with SEN using the following:

- Early Years Foundation Stage Profile
- Teacher Assessment
- Assessment Files
- Target Setting
- Termly Pupil Progress Meetings
- Termly IEP Evenings
- SATS
- QCA tests
- Parents comments
- Teacher Assistant comments
- Marking
- Work scrutiny
- Outside agencies
- Discussion with pupils

Evaluation

Evidence will be sought to show that full implementation has been completed at all levels of the school policy. Reference will be made to the aims set out at the beginning of this document.

Supporting Pupils at School with a Medical Condition

The 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 EHC plan which brings together health and social care needs, as well as the SEN provision and the SEND Code of Practice 2014 will be followed.

All teaching assistants are first aid trained. Health care plans are shared with all staff to ensure that children's health and safety is maintained. Health care plans are also displayed in the staff room. The school is a nut free zone.

Training and Resources

Training needs are identified through staff consultations, INSET and appraisals. All staff are encouraged to attend training and development to maintain and develop the quality of teaching and provision.

All teachers and support staff undertake induction on taking up a post and this includes time with the SENCO to explain the systems and structures in place around the schools SEND provision and practice to discuss the needs of individual pupils.

The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND

Complaints Procedure

Please refer to the Complaints Policy

Date completed: September 2016

Assistant Head/Inclusion Lead: Mrs Sinead O'Brien

Review date: September 2017

Head teacher Miss Patricia O'Donnell

Signed Chair of Governors: _____

Headteacher: _____