

ST. JOHN'S CATHEDRAL CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

1. Introduction

At St. John's Cathedral Catholic Primary School our mission is **to educate the whole child through the Gospel values of Christ.**

AIMS

In order to carry out our Mission, we believe that we should aim to:

- Provide a happy secure caring and stimulating learning environment within a welcoming Christian Community.
- Create a Catholic community, encouraging an understanding of our faith through teaching and active prayer in the home, school and parish.
- Encourage the highest standards of academic excellence and behaviour.
- Encourage children to take responsibility for themselves and become independent learners.
- Educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives.
- Provide a firm and consistent framework of discipline and encourage children to take responsibility for themselves.
- Actively involve parents in the education of the children.
- Encourage an awareness of and a respect for other faiths.
- Provide effective liaison with the local secondary school and ensure continuity of the children's education.
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes.

St. John's Cathedral Catholic Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career at St. John's. 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.

St. John's Cathedral Catholic Primary School has regard to the SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE 2001 when carrying out its duties towards all pupils with

special educational needs and will ensure that parents are notified of any SEN provision that is being made for their child.

2. Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified early, and intervention reviewed regularly;
- To make clear the importance of working in partnership (parents and special education professionals) in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that where appropriate the wishes of the children and views of individual parents are taken into account
- To ensure co-operation between all agencies and a multi-disciplinary approach to the resolution of issues;

3. Role of the Special Needs Co-ordinator

In St. John's Cathedral Catholic Primary School the Special Educational Needs Co-ordinator (SENCO):

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Manages support and advises colleagues;
- Maintains the school's SEN register;
- Contributes to and manages the records of all children with special educational needs;
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- Acts as the link with parents;
- Ensures there are resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision;
- Reports to the governing body;
- Manages a range of resources, human and material, linked to children with special educational needs.

4. The Role of the Governing Body

The governing body determines the school's general policy and 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 or external agencies, where appropriate.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The governing body appoints a governor to have special oversight of the school's arrangements and provision for meeting special educational needs.

The governing body ensure they have a 'responsible person' who makes sure that all those who are likely to teach a pupil with a statement of special needs are told about the statement. In St. John's Cathedral Catholic Primary School this is the Headteacher.

5. Role of Parents

Parents will always be an important link in the education of children and more so with the pupils with Special Educational Needs. When a pupil is causing concern to the extent that they would be put on the Special Needs Register parents are informed by the class teacher. All concerns are shared with parents and the child's IEP discussed and copies given to parents so they are aware how they can help and support. The IEP review is shared with parents and they are informed about progress as necessary, as well as the two annual parent/teacher review meetings. If they wish they may approach the class teacher or SENCO whenever necessary to further discuss progress.

At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

6. Participation of Pupils

Children in St. John's Cathedral Catholic Primary School who are capable of forming views are involved and encouraged to express their opinions and receive information about their learning and matters affecting them. We are aware that their views however should be given due weight according to their age, maturity and capabilities.

7. Educational Inclusion and Access to the Curriculum

In our school all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable our children to:

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

Staff in St. John's are aware of 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; and need a range of different teaching approaches and experiences. They therefore make appropriate curricular provision to respond

to children's needs, by providing support for children who need help with communication, language literacy and numeracy, by planning to develop children's understanding through the use of all available senses and experiences, by planning for children's full participation in learning, in both physical and practical activities, by helping children to manage their behaviour and emotions, particularly trauma or stress, and to take part in learning effectively and safely.

In our school teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in our school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All our children on the special needs register have an IEP or IBP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We therefore do not have a special class in St. John's for SEN pupils. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom with additional teacher or LSA support.

8. Identification of Special Educational Needs

In addition to the governing body, Headteacher, SENCO all members of staff have an important day to day responsibility for children with special need. We maintain at all times close links with parents Health Visitors, the School Nurse and the LEA. This link together with the school's system for observing and assessing the progress of individual children provides us with information about areas where a child is not progressing satisfactorily or is experiencing difficulty. Early identification is vital and concerns from teachers are always discussed with, and followed up by the SENCO.

9. 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 employed.

The Headteacher/SENCO and the Finance Committee meet annually to agree on how to use funds directly related to statements and how to support the Special Need resource requirements of the school.

10. Assessment

Early identification is vital. The system of assessment and observation in St. John's Cathedral Catholic Primary School supports the early identification of a child's needs. The class teacher/Headteacher/SENCO informs the parents 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 the existing school practices.

The support teacher and SENCO work closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher can break down the assessment further into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school uses three levels of intervention to respond to children's special educational needs:

11. Levels of Intervention

Early Intervention: the class teacher identifies some concern and consults with the parents informally. The child receives within the classroom some differential learning opportunities provided by the teacher. The child is monitored by the class teacher on a day to day basis. (This is an intervention highlighted by the school).

School Action: the class teacher identifies concern, informs and discusses with the SENCO and consults with the parents informally. The class teacher provides interventions that are additional to those provided as part of the school's usual differentiated curriculum, this may include additional support for the child from the Learning Support Assistant.

The trigger for this intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes,

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from Health or Social Services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised

programme with the help of their LSA. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention at School Action

The child's class teacher and SENCO will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual report
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)
- Ways in which parents can help

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs. It is shared with the child and the parents. The IEP will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets where appropriate.

School Action Plus

A request for support from external services is likely to follow a decision taken by the Special Needs Support Teacher, class teacher and SENCO, in consultation with parents, at a review of the child's IEP.

At School Action Plus external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School Request for a Statutory Assessment

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus. This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child (where appropriate)
- Involvement of other professionals such as Health, Social Services or Education Welfare Service.

Statutory assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning or behavioural difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to

mainstream school, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning or behavioural difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement. A statement of special education needs will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information of non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP or IBP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP or IBP will continue to be the responsibility of the class teacher supported by the SENCO.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. When a review takes place of a pupil in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

12. Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. Special Educational Needs is regularly discussed at Key Stage and SMT meetings. The SENCO and the named governor with responsibility for special needs communicate regularly.

This policy is reviewed annually by the SENCO, Senior Management and named governor. The SENCO reports the outcome of the audit to the full governing body. The governing body considers any amendments in light of the annual audit findings.

Personnel:

The governor with special responsibility for Special Educational Needs is Mrs. Jo Neagle.

The Specific Needs Co-ordinator is Mrs. Alison Beaton.

We hope to involve all relevant parents in the special educational needs provision for their children, keeping them informed of new developments and responding to requests for further discussion.

Revised October 2007