



# St. Clare's RC Primary School

## SEN/D Policy

September 2017

**SENco:** Mrs Joanne O'Keefe

**SEN Governor:** Ged Collins

**Appointments can be made via the school office:** 0161 740 4993

*In September 2017: 16% of pupils at St. Clare's receive SEN support. This compares to a national average of 14.4%*

### **The aims of this policy are:**

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

*It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).*

### **What is a special educational need?**

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

### **PART 1: Introduction**

SEN now falls into one of the following categories:

- Communication and interaction (SCLN)
- Cognition and learning (MLD)
- Social, mental and emotional health (SEMH)
- Sensory/physical (PD)

***Behaviour is no longer a recognised Special Educational Need and a reason i.e ADHD must be given.***

### **Philosophy**

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

### **Definition of Special Educational Needs and Disability (SEN/D):**

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they: Have significant difficulties in learning in comparison with the majority of children of the same age. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need. Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.



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Throughout this policy, parents should be taken to include all those with parental responsibility, including corporate parents and carers. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies, usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

**Responsibility for the teaching of pupils with special educational needs remains the responsibility of the class teacher as set out in the teacher standards.**

### Class teachers:

- To identify the Special Educational Needs of individual children in their class as set out below.
- To know which pupils in their class are on the SEN List and who receive external agency support.
- To maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs.
- To write individual IEPs for pupils who require SEN support and those with an EHCP.
- To ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

### Teaching Assistants:

#### Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

### Governors:

- A named governor to have responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher and SENCo

## **PART 2: Identification, Assessment and Provision**

### **Identification:**

In order to help children with special educational needs, St. Clare's will adopt a graduated response, which is led and co-ordinated by the SENCO working with and supporting individual practitioners in the setting as outlined in "The Code of Practice (2014)"

This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.



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When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

### **Screening procedures are used...**

Reception - In January; all pupils are screen for possible S&L difficulties

Year 3 – In December all pupils are screened for dyslexia and any pupil new to the school.

### **Observation**

Teacher and TAs consult with the SENCO and Inclusion Lead if they notice students who may need specialist help during the school year. These concerns are documented on a concern sheet which is then given to the SENCO or Inclusion Lead.

A student's parent may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

### **Curriculum Support [Provision] is achieved by:**

- 1) Identifying and assessing individual student's needs.
- 2) Reporting of students' needs to all members of school staff.
- 3) Providing an appropriate curriculum, taking into account;
  - National Curriculum
  - Continuity and progression
  - Delivering an appropriate curriculum, taking into account;
  - Suitable teaching materials
  - Effective, differentiated teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image.
- 4) Providing learning support through;
  - Curriculum development
  - Support teaching
  - Bespoke training
  - INSET.
- 5) Using outside agencies where necessary and appropriate.
- 6) Monitoring individual progress and making revisions where necessary.
- 7) Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- 8) Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- 9) Teaching Assistants and teachers collaborate effectively.
- 10) Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.

### **Progress**

Pupil progress of all pupils is closely tracked throughout the year; interventions are pupils who fall behind or fail to make progress. When St. Clare's identify a child as having SEN, parents will be informed and a graduated approach with four stages of action: assess, plan, do and review will be used. We will work in partnership with parents to establish the support the child needs.

### **ASSESS**

In identifying a child as needing SEN support, the practitioner, SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or



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no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

### **PLAN**

Where it is decided to provide SEN support, and having formally notified the parents; the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking; the interventions and support to be put in place; the expected impact on progress, development or behaviour; and a clear date for review. Plans should take into

Account the views of the child where possible. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early year's settings is accessible on the website under our Local Offer.

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

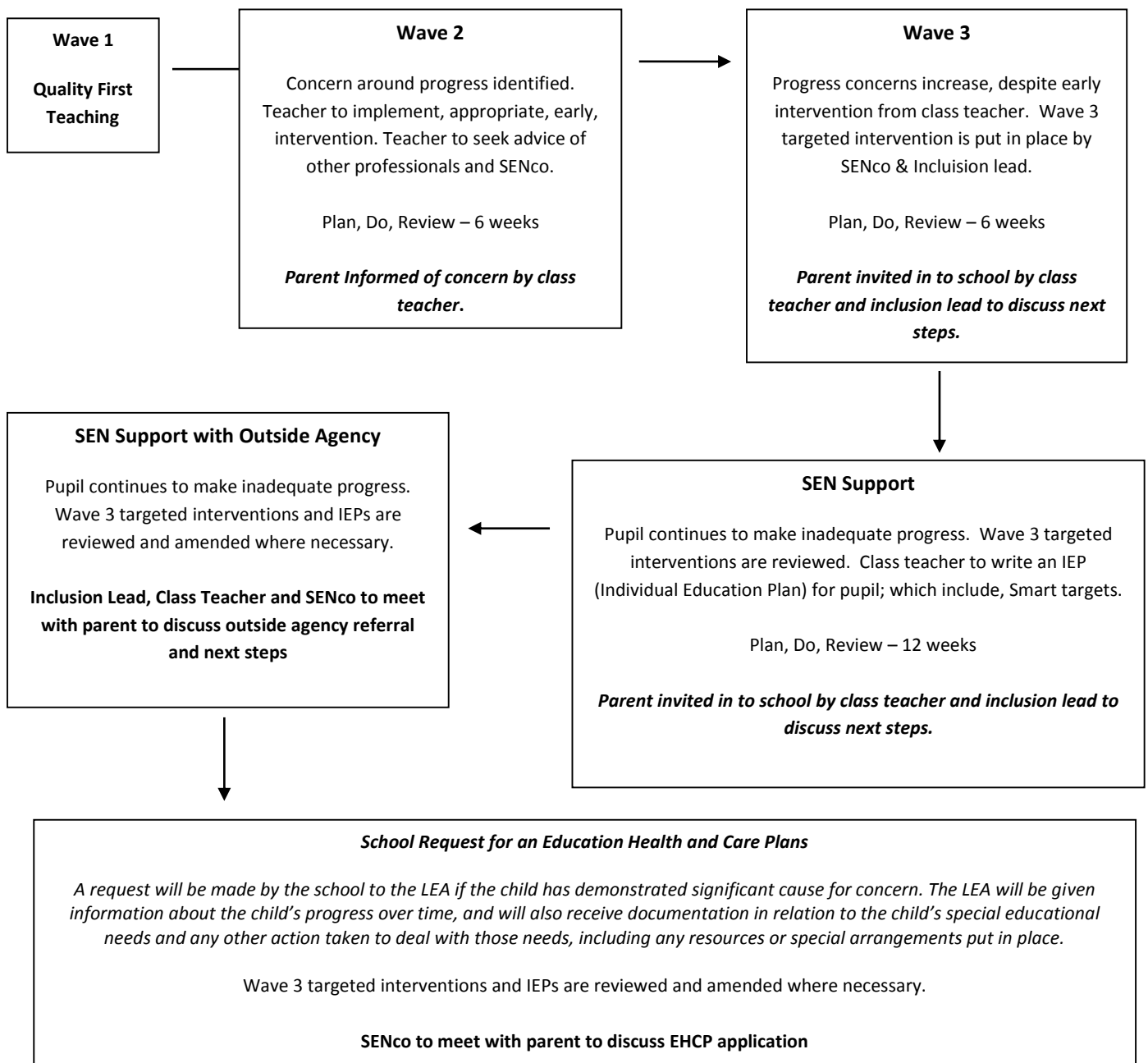
### **The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.

### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. The key test of the need for action is that, current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.





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Agreed by the Governors of St. Clare's RC Primary School on

Date: .....

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### Declaration of receipt

*I confirm that I have read the SEN policy and understand that failure to comply with the policy may lead to disciplinary action being taken.*

Name: (please print): .....

Signature: .....

Date: .....