

Larmenier & Sacred Heart Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Date: May 2017

Next Review: May 2018

Responsibility: The Governing Board

Introduction

At Larmenier & Sacred Heart School we believe that all people are created in the image of God. We recognise that all children are different and that each child is unique. Our mission, as set out in our Mission Statement, is to provide an education that enables every child to realise their full potential; academically, physically, spiritually, morally and socially.

We refer to St. Paul's words to the Corinthians:

"There is a variety of gifts but always the same Spirit: there are all sorts of service to be done but always the same Lord; working in all sorts of ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose." (1 Corinthians 12:4-7)

At Larmenier & Sacred Heart School we aim to:

- create a friendly and welcoming learning environment where every child feels secure and confident;
- encourage each child to develop the skills they need in their own lives;
- foster in each child a good self image;
- encourage each child to work hard and develop their individual potential to the full;
- nurture concern for others and tolerance and understanding of other cultures and abilities;
- ensure parents are closely involved throughout their child's progress in school.

Larmenier & Sacred Heart School provides a broad and balanced curriculum for all children. The National Curriculum and Early Years Foundation Stage curriculum are the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

At some time in their school life, children may experience barriers to learning that mean that they have a Special Educational Need (SEN) and require particular action by the school. Teachers take account of these special educational needs and additional provision is made to support the child in their learning.

Definition of SEN

The definition of Special Educational Needs as outlined in the SEN Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Aims and Objectives

The aims of this policy are:

- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the roles and responsibilities of all parties in the process;
- to enable children to have as full access as possible to all elements of the school curriculum;
- to ensure parents are able to play their part in supporting their child's education;
- to create an environment in which the views of the child, parent, teacher and other interested parties are valued in addressing the special educational needs of children at Larmenier & Sacred Heart Primary School.

Educational Inclusion at Larmenier & Sacred Heart

Larmenier & Sacred Heart is an inclusive school and strives to ensure equality of opportunity for each pupil regardless of sex, ethnicity, faith or special educational need. We recognise that the teaching of pupils, especially children with SEN requires:

- positive attitudes from staff;
- a climate of warmth and respect in which confidence and self-esteem can grow;
- a partnership between home and school;
- early identification of a special educational need through good assessment practices;
- pupil consultation and collaboration to enable children to self assess their progress and take responsibility for their learning where appropriate;
- the teaching of additional skills to address specific difficulties;
- advice and support from health and educational professionals.

The school has an Equality Information and Objectives (Public Sector Equality Duty) statement for publication and Accessibility Plan to ensure that the needs of all disabled members of our school community are addressed.

All members of staff at Larmenier & Sacred Heart have high expectations of pupils and want each child to feel valued as part of the school community.

We respect that children have different educational needs and require different strategies for learning. We also recognise that children acquire and communicate information at different rates and require a range of teaching approaches and experiences. All staff are committed to working towards each child reaching their full potential.

Identifying Pupils with Special Educational Needs

Central to our teaching at Larmenier and Sacred Heart School, is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our pupils. The majority of children will learn and make progress within these arrangements. Those children whose overall attainment or attainment in specific subjects falls significantly outside the expected range of progress may have special educational needs. There may be other children who have social or emotional needs that cannot be met through the usual context of the classroom. These children may also have special educational needs.

Early identification of SEN is vital. When a class teacher or other adult finds that a child is not responding as expected within a differentiated curriculum and is having increasing difficulties in learning, the teacher will seek advice from the Special Educational Needs Co-ordinator (SENCo) and try alternative strategies in the classroom to support the pupil's learning. At this point, the class teacher may place the child's name on their 'class profile monitoring list'. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The pupil's progress is reviewed after a specified time and a decision is made in consultation with the SENCo whether placement on the SEN register is appropriate at this time. A range of information from the following sources is used as appropriate in making this judgement;

- On entry baseline results
- Progress measured against age related expectations
- National Curriculum descriptors for the end of a key stage
- School tracking systems
- Progress measured against the P-level descriptors or Pre-key stage1 Interim teacher assessment framework for pupils working below the test standard.
- Standardised screening and assessment tools
- Observations of social, emotional and behavioural development
- Observations of sensory and physical development
- Assessments from a specialist service, e.g. speech and language therapy

A pupil that is identified as having special educational needs will be placed on the SEN register under the category 'SEN support' in school.

The Code of Practice 2014 categorises SEN and provision as falling under 4 broad areas;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Many pupils have difficulties that fit clearly into one of these areas, some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

SEN Support in School

When a pupil has been placed on the SEN register an Individual Education Plan (IEP) with appropriate SMART targets will be drawn up by the class teacher in discussion with the SENCo. The parents, and where appropriate, the child may be invited to participate in the development of the IEP targets. The IEP will target the child's specific areas of need and will be reviewed termly.

Four types of action should be put into place; Assess, Plan, Do, Review. This is known as the graduated approach and forms part of a cycle through which actions are revisited and revised with the growing understanding of the pupils need. Successive cycles may draw upon more specialist expertise in order to match interventions to the SEN of the pupil.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. All teachers are teachers of children with special educational needs. However, for some pupils additional intervention may be necessary. This may mean intervention programmes being implemented for specific children or groups of children for a specified period of time. These intervention programmes should be research based where possible and should be adapted to meet the individual needs of the child. Teachers are responsible for the progress and development of all pupils in their class including those with SEN, including where pupils access support from teaching assistants or specialist staff.

Outside Agencies

Where a child continues to make little or no progress over time, despite well-founded support that is matched to the child's area of need, the school, with the support of the parents, may consider involving specialists from outside agencies where available. These may include;

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Localities Team
- Primary Inclusion Development Service
- Social Services
- Specialist Outreach Services
- School Nurse

Statements and Education, Health & Care (EHC) Plans

The majority of pupils with SEN will have their needs met within school. However, where the special educational provision required to meet a pupil's needs cannot reasonably be provided from within the school's resources, the school (or parent) may request that the Local Authority (LA) conduct an assessment of the pupil's education, health and care needs. This may lead to the pupil obtaining an EHC plan.

Pupils who currently have a Statement of SEN will be transferred to an EHC plan by 31st March 2018.

The school will formally review the provision and allocation of resources for its pupils with an EHC plan annually. All relevant parties are invited to attend this Annual Review meeting.

ROLES AND RESPONSIBILITIES

The Role of the Class Teacher:

In our school class teachers:

- identify pupils experiencing difficulties;
- consider ways in which to support and facilitate pupils to access the curriculum. This may involve adapting materials, managing human resources available to them within the class;
- liaise with parents to communicate concerns;
- liaise with the SENCo to discuss concerns, strategies to employ and targets to set;
- keep records of progress through samples of work, book marking and assessment systems used within the school;
- consider pupils with SEN when planning the weekly teaching agenda;
- create IEPs for children on the SEN register;
- ensure IEPs are shared with Teaching Assistants (TAs) / Learning Support Assistants (LSAs) / other professionals;
- implement strategies and advice suggested by the SENCo and outside agencies;
- provide reports for Annual Review meetings.

The Role of Support Staff

In our school the support staff:

- support pupils in class as directed by the class teacher / SENCo;
- ensure they are aware of IEP targets set by the class teacher for individual children;
- keep records of work undertaken on IEP targets.
- deliver support programmes following appropriate training where necessary;
- provide reports for Annual Review meetings where appropriate.

The Role of the SENCo

In our school the SENCo:

- manages the day to day operation of the SEN Policy;
- co-ordinates, alongside the Senior Leadership Team (SLT) the provision for children with SEN;
- liaises with the relevant designated teacher where a Looked After Child (LAC) has SEN;
- advises on a graduated approach to providing SEN support;
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaises with parents of children with SEN;
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent and voluntary bodies;
- is a key point of contact with external agencies, especially the LA and LA support services;
- liaises with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- works with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

- contributes to the professional development of all staff.

The Role of the Headteacher

In our school the Headteacher:

- has overall responsibility for the effective implementation of the SEN Policy;
- oversees the professional development of the whole staff on issues and practice relating to SEN;
- is responsible for safeguarding and child protection, Looked After Children (LAC) and children with Personal Educational Plans (PEPS);
- manages the budget and allocation of resources.

The Role of the Governing Board

In our school the Governors:

- maintain appropriate staffing and funding arrangements for all pupils with SEN;
- ensure due regard to the revised Code of Practice 2014.

The Role of Parents/Carers

In our school the parents/carers:

- discuss with the teacher any educational concerns they have for their child;
- works with their child at home on IEP targets set by the teacher;
- participates in meetings requested by the teacher, SENCo, Headteacher or outside agencies;
- share their views at Annual Review meetings.

Resources and Provision

Larmenier & Sacred Heart School receives notional SEN funding within its whole school budget provided by the L. A. This funding is used to provide teaching support for children with SEN and the provision of appropriate learning and teaching materials.

The Headteacher, in consultation with the SENCo and Senior Leadership Team, manages the allocation of resources to SEN children. There is an upper limit to the notional funding per child. When this limit has been reached, schools can apply for additional time limited funding if further input or additional provision is required. Where long-term funding is required, the school can request an Educational, Health and Care assessment from the L.A.

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been deployed.

The Headteacher and the SENCo meet regularly to discuss how to use the funds allocated to the school for pupils on the SEN register and for children with an EHC plan.

The school's 'local offer' sets out the provision for pupils with SEN at Larmenier & Sacred Heart. This is published on the school's website alongside the SEN Policy.

Monitoring and Evaluating the Provision

In our school:

- the SENCo monitors the movement of children with SEN through the school SEN register and / or provision maps;
- the SENCo monitors IEPs for children on the SEN register;
- the SLT / SENCo monitors class teacher's planning to ensure provision for SEN children is made;
- the SENCo / Subject leaders monitor the effectiveness of intervention groups;
- the Headteacher and SENCo meet regularly to review SEN provision in the school;
- the SENCo provides a report to Governors annually;
- the Governing Board will review the SEN Policy annually.

Admissions and School Transitions

The admission arrangements for pupils with SEN are the same as the admission arrangements for all children. However, where a pupil has a Statement / EHC plan the LA will contact the school to see if they can meet the child's specific needs. A transition plan is put into place to ensure a smooth integration into school.

Supporting Children moving to Secondary School

The school works with local secondary schools to prepare and familiarise children with secondary school routines and procedures. Visitors from Secondary schools are invited in to talk to children and visits to schools are arranged.

All records for SEN children are sent to the relevant secondary school and the SENCo from the secondary school is invited to attend the Year 6 Annual Review.