



Special Educational Needs Policy

“Loving, laughing and learning in the light of the lord”

Introduction

All children in our school are equally valued. All are included as fully as possible into the educational and social life of the school.

This policy reflects the revised Special Educational Needs Code of Practice. This focuses on preventative work to ensure that children's needs are identified as quickly as possible and that early action is taken to meet those needs.

We regard the children in our school with special educational needs and disabilities as those who require extra individual consideration: both pupils whose ability to learn is impaired and those who are notably more able.

It is our intention to ensure that a system is created whereby all needs are identified and addressed to achieve the individual's full potential.

Aims

All children at St Mary's:

1. Have access to a broad, balanced and relevant curriculum
2. Will achieve the very best of which they are capable
3. Will be happy
4. Will be included
5. Will demonstrate personal development and growth
6. Will make good progress
7. Will have teachers who are well equipped to identify and meet needs
8. Will have their needs identified early
9. Will have planned interventions that are effective
10. Will have interventions evaluated and revised regularly
11. Will experience wider activities leading to greater independence
12. Will be encouraged to make effective independent decisions

Objectives

1. Access to a broad, balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups
- Provide support in an effective manner
- Involve parents by providing formal and informal information
- Deliver good classroom practice for all, provide group work e.g. Booster classes and 1:1 intervention work e.g. Speech and Language) provision available as appropriate.

2. Achieve the very best of which they are capable

- All teaching staff to carry the SENCO role in their own class
- Use effective assessment and monitoring (Foundation profile, termly assessment weeks, testing, observational assessment, parental views)
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Provide effective teaching assistance within the classes
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents and carers

3. Be Happy

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate achievements together (Class assemblies, themed week presentations, Achievement assemblies (weekly and termly), House points, Head teacher letters, Attendance awards and Stay and Play sessions.)

4. Be included

- All children have a right to be educated in a mainstream school
- Everyone has a gift to bring to St Mary's.
- Everyone is valued.

The other aims in this policy have their own objectives which are involved with the identification and monitoring of children with special educational needs.

Evaluation

- Monitoring by SENCO, Head teacher and Responsible Governor of the objectives above.
- Evaluation of monitoring evidence by SENCO and Head teacher leading to training, discussions and improved practice.
- Key issues/training will be delivered in staff meetings, when all staff will be involved.
- Termly assessments will inform staff of pupils' progress
- The findings will be discussed in pupil progress meeting, at least termly.
- Parents / carers informed of progress at parent meetings, both formal and informal.
- Inclusion passports are updated termly or as appropriate.
- IEPs (Individual Education Plans) are used as a working document in classrooms to show progress.
- For those pupils' with an Education and Health Care plan, this is reviewed annually with parents and professionals involved.

Placing children on the school's register of SEN support

Should, at any stage, a member of school staff become concerned about the progress made by a child in their class, their progress will be closely monitored. Where provision is made for them which is **additional to** or **different from** that which is made for all pupils, they will be registered at SEN support and have an Inclusion passport and an IEP booklet which is an ongoing record of their progress/barriers to learning and includes their personal targets.

The four broad areas of need targeted through SEN support are as follows:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs.**

The triggers for intervention through SEN support are characterised by evidence, about a child who, despite targeted 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 mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated 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
- The child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

*All teachers are aware of children in their class whose prior and current attainment gives cause for concern, but whose needs are met within the school's differentiated curriculum planning. **These children will not be registered at SEN support but their progress will be closely monitored.** High quality differentiated planning, record keeping and assessment will demonstrate pupil progress and value added.*

When a child is identified as having SEN the Class Teacher and SENCO will use a four-part cycle to:

Assess

- Carry out a clear analysis of the pupil's needs, drawing on teacher assessment and knowledge of the pupil and school data.
- Draw upon the pupil's own views, parental views and if relevant any advice from external support services.
- Review this assessment regularly to ensure that support and intervention are matched to need.
- Liaise with professionals involved to help inform assessments or if appropriate, with parental consent, contact professional who could support the assessment.

Plan

- In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour and a clear date for review.

- Ensure that all teachers and support staff who work with the pupil are aware of their needs, the outcomes sought and any teaching strategies or approaches that are required.
- Ensure that parents are aware of the planned support and interventions and where appropriate plans will seek parental involvement to reinforce progress at home.

Do

- Work one to one, in a group or in main class on a daily basis to deliver the interventions and adjustments agreed.
- Ensure that on-going observation and assessment provide regular feedback to teachers, parents and the child involved, informing them about achievements and experiences. The outcomes of such assessments form the basis for planning the next steps of the child's learning.

Review

- Review the effectiveness of the support and its impact on the pupil's progress on a half termly basis.
- Revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvements in the child's behaviour.

School request for an Education, Health and Care (EHC) needs assessment.

At St Mary's needs of the majority of SEN support pupils will be met effectively within the mainstream setting and through the adjustments made and interventions used.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made adequate progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

If a request for is made, the local authority will expect to see school evidence about:

- The school's action through SEN support
- Individual education plans for the child/Inclusion passports
- Records of regular reviews and their outcomes
- Progress reports across the curriculum
- Attainment in literacy and numeracy
- Educational and other assessments, for example from a specialist support teacher or an educational psychologist
- Views of the parent and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

The local authority will decide whether or not to proceed with an EHC assessment within a maximum of six weeks from receiving a request.

If they decide to then issue an EHC the local authority will send a draft plan and a 15 day consultation period, after which the amended plan will be issued.

If the local authority decide that an EHC plan is not needed then the parents have a right to appeal within a maximum of 16 weeks.

An EHC plan will be tailored to meet a child's particular needs so each plan will look different. An EHC plan will include information about the child, how they like to communicate, what support they need and what they would like to achieve. All the people who support the child will be able to see the information in the plan. The child and parents will be able to share their views about what personal information is included in the plan and who should see.

Partnership with parents

At St Mary's School we strive to work in close partnership with all parents. Parents are consulted throughout the process of all SEN support. Parents are invited to informally review their child's IEP as appropriate throughout the academic year. These reviews will be arranged at a time convenient for the parents, class teacher and SENCO (where appropriate the pupil will also be involved). During these meetings, targets will be reviewed, next steps identified and the next review date agreed mutually. Parents evenings are also held in the first two terms and these are an additional opportunity to

discuss targets and progress. In the Summer term all parents receive a report on their child's' progress and achievements throughout the year.

The SEN policy is available to download on our school website or alternatively copies are available from the School Office.

Parent Support Workers from the local authority support our parents and pupils. Referrals are made to this service after close consultation with parents.

At St Mary's we are committed to providing the best for all pupils' and also take pride in being approachable and supportive to parents. Parents can arrange an informal discussion with staff, at a time convenient for all parties, if there are any concerns about progress or the learning environment.

General Information

The school SENCO is Miss L Clancy
The designated SEN Governor is Catherine Wilson

Policy October 2015.

Next review date October 2016

