



Special Educational Needs and Disabilities Policy

St. Joseph's R.C. Primary School

Headteacher - Mrs C. Jary

SENCo - Mrs M. Dimmick

The SEND Governor – Mr. V. Reed

September 2016

To be reviewed

September 2017

Special Educational Needs Policy

Mission Statement

St. Joseph's Primary School aims to provide a caring and learning community, in which the contribution and value of each is recognised and developed as an expression of our Catholic faith and identity, rooted in the Gospel and teaching of Jesus Christ.

Rationale

The following policy is informed by the Special Education Needs Code of Practice 2014 which the school has a statutory obligation to adhere to.

Aims

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect 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;
- need a range of different teaching approaches and experiences.

Identification and Assessment of Special Educational Needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where

necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The 5 stage Graduated Approach:

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| <p>Differentiation</p> <p>Stage 1</p> | <p>The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. All children will receive Quality First Teaching regardless of their needs and abilities within our school. If a child is making little progress this will be noted and addressed by the class teacher and will be discussed with the Subject Leader during a termly ‘Pupil Progress Review’. At this review strategies will be discussed which are, either already in place or which could be implemented at the earliest opportunity.</p> |
| <p>Monitoring stage</p> <p>Stage 2</p> | <p>Those that are under achieving but will make progress with some provision in/out class or with other interventions/strategies put in place by the class teacher. They are entered on to the Analysis Sheet at the pupil progress review. At this stage the SENCO will be made aware of the children by the Class Teacher. If the child still makes no progress then the child moves to ‘Initial School Support’ and is added to the SEN list. If the need is different from academic, further advice or support is requested from either CAMHS or Strengthening Families, through a Referral Form which is completed by the Class Teacher and SENCO.</p> |
| <p>Initial School Support</p> <p>Stage 3</p> | <p>A child receives additional support in class and/or in intervention groups. A provision map will be completed and the child may either, be part of a Group Programme Of Learning or an Individual Personal Learning Plan (PLP).</p> |
| <p>School Support</p> <p>Stage 4</p> | <p>Outside agencies are consulted and support the school in allocating resources. At this stage PIVATs may be used to monitor progress.</p> |
| <p>Education Health and Care Plan</p> <p>Stage 5</p> | <p>A child receives specific support in class part funded by the LA. Due to their complex needs, children who require an Education, Health and Care Plan (EHCP) will often be involved with health and social care agencies. These other agencies will be involved in the preparation of the said plan.</p> |

Initial School Support

The triggers for intervention through (the above) could be the teacher's or other's concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil'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 alleviated by the behaviour management techniques usually employed in the school and adversely affect the learning of the child;
- 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.

School Support

The school's Educational Psychologist and any other assessing professionals should be involved in considering whether to proceed to School Support.

They should be provided with up to date information about the pupil, including all previous interventions this must be in the form of three (3) POLs (2 evaluated and 1 current).

At School Support external support services, both those provided by the LEA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on POL targets and accompanying strategies.

The triggers for School Support:

- 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 an emotional or behavioural difficulty, which substantially and regularly interferes 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Initial School Support have had little or no impact on learning or progress.

Progression to an Education Health and Care Plan

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENCO completes the form requesting an Education Health and Care plan by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with an Education Health and Care Plan.

Should the Panel decide against an Education Health and Care Plan it is then up to the school to look again at provision for the child and to formulate new strategies and PLPs.

If the Panel agrees to proceed with an Education Health and Care Plan the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Education Health and Care Plan is completed.

The class teacher, in conjunction with the SENCO is then responsible for drawing up a new PLP to meet the objectives set out in the Plan.

The Education Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the lead professional.

Special Needs Provision in the Foundation Stage

The children are assessed as they enter the Foundation Stage. Medical, emotional and behavioural problems are reported to the Special Educational Needs Co-ordinator (SENCO) who then adds their names to the register. In the case of medical problems, outside agencies are informed if it is deemed necessary. All children leaving the foundation stage as 'emerging' in the 40m-60m band will be PIVATED so that progress can be closely monitored.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class **and identify those that are 2 sub-levels below** what is expected or those that have not made progress. These children are classed as 'Monitored' and are entered on to the Analysis Sheet during a Pupil Progress Review. This states what the area of concern is and what the teacher intends to do to support the child. The Analysis sheet is kept by the Class Teacher and a copy is given to the Head Teacher. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENCO, about whether the child needs to go on the SEN register at the level of School Support and a PLP is completed highlighting the provision strategies to be used to support this child. The PLP targets will be shared with the child's parents.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See Triggers for School Support), then the issue should be discussed with the SENCO. The SENCO is responsible, with support from the class and head teacher, in deciding whether a PLP or further action is to be taken.

Provision Map

Each class has their own Provision Map which highlights any support or intervention that each child has received in the current academic year. If a child has made little/no progress despite provision being used then an individual Provision Map needs to be completed.

The class teacher identifies the provision to be used for each individual child and adds the initials of the staff and the timings. E.g. Intervention –ELS, time 3x 20 minutes each week, in a group of

4. A copy is given to the SENCO and a copy goes into the class SEN file. After 2 weeks the class teacher needs to judge whether the provision used is the right one or whether a different provision would be more beneficial. If the provision is changed then the provision map needs to be amended and passed on to the SENCO.

PIVATS

PIVATS stands for Performance Indicators for Value Added Target Setting. PIVATS is a Lancashire County Council assessment tool which has been introduced by Sunderland LEA for use in all schools.

It enables schools to track the tiny steps of **progress within age appropriate levels of attainment** that are often made by children with Special Educational Needs, **and score from pre – nursery age, or the P Levels, up to Stage Four, which is approximately equivalent to current Year Four objectives**. PIVATS assesses English, Mathematics, Science, ICT and PSD.

PIVATS supports inclusion, promotes value added measurement, promotes school self-evaluation and improvement, and develops individual, cohort, subject and year group profiles of performance for comparative purposes.

The PIVATS scheme is used with the majority of children at School Support on the Code of Practice, and assessments are carried out by the class teacher throughout and at the end of the academic year. This assessment is then used to inform PLP targets.

Personal Learning Plan

Strategies employed to enable the child to progress may be recorded within a PLP, which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

Information for PLPs can be gathered from:

- Previous PLP.
- Diagnostic tests.
- Literacy & Numeracy documents (at an appropriate level).
- Speech & Language Therapy advice.
- Advice from other professionals.
- PIVATS.

PLPs have three or four long term outcomes and these are broken down into three or four key individual targets which should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the POL is reviewed)
- the views of the Parent and child

PLPs should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child.

They are reviewed every term with the child and Parents. The new PLP is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated PLP is given to the SENCO along with a copy of the updated PLP within a week of the review taking place. An electronic copy of the PLP is stored in 'Staff on server – Inclusion – PLPs'. The document should be saved as: Child's name, year group, term and year ie V. Strong Y2 Autumn 14.

ICT

ICT may be used in a variety of ways to support the learning of pupils with SEN. ICT equipment available:

- IPADS
- Laptops
- IWB

These should be used to support and enhance the children's learning where possible and remove barriers to learning.

SEN Files

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher.

The SEN File includes:

- A list of children at each stage of the SEN graduated approach.
- A section for each child which includes POL and individual Provision Map.
- PIVATS
- Documentation from other professionals involved.
- **Information received from Speech and Language therapists/consultants.**
- **Historical data relevant to that particular class.**

These files are shared with the Support Assistants.

Individual SEN Files

Each child who has had advice from an outside agency has their own file which is kept by the SENCO in a locked filing cabinet. These files contain everything that concerns that child, including reports from outside agencies. The class teacher will be given a copy of reports as needed, these will be kept in the child's section of the SEN folder in class.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, LEAs and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENCO we will do this by giving parents

access to the Information Report via the school website. Any parent who does not have computer access will be provided with a paper copy of the report.

- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children **with Education, Health and Care Plans**.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the monitoring stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

As the child moves to Initial School Support stage, the Parents need to be informed that there is a concern. If the child has a provision map then the Parent should be shown it and the provision being used explained. PLPs are written and targets that are set should be shared with the Parent too.

If the child has a PLP then the Parent must be invited to a PLP meeting where the needs of the child are discussed and targets drawn up together, so that the Parent knows what is expected of the child, school and Parent.

From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs.

During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved.

To make this major transition easier it is important that a carefully prepared transition plan is compiled. This needs to begin in the Autumn Term in Year 5 when a preliminary transition meeting is held between all agencies involved with the child, parents, class teacher, SENCO, SENCO support and secondary school SENCO and teachers.

These meetings should become more regular as the transition date becomes imminent.

There needs to be allocated time for the SEN Child to visit their new school to become familiar with the geography of the building.

Above all there needs to be open line of communication between the parents, primary school, secondary school and outside agencies to allow for concerns and problems to be addressed.

The SENCO and the Year 6 teacher will meet with the SENCO from the child's Secondary School when they are in the Summer term of Year 6.

Roles and Responsibilities

The Class teacher - responsible for:

- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need. They will inform the SENCO about the children where necessary.
- Writing Pupil Progress targets/ Group Programmes of Learning/ Individual Personal Learning Plans (PLPs), and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for the child as identified on class provision map.
- Working with LSAs on planning, teaching and recording pupils' progress
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Keeping SEN files in class up to date.

The SENCO – Mrs Dimmick - responsible for:

- Developing and reviewing the school's SEND policy.
- The Information Report and ensuring it is available to all parents.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are.
 - a) Involved in supporting their child's learning
 - b) Kept informed about the support their child is getting
 - c) Involved in reviewing how their child is doing.
- Liaising with all the other people who may be coming into to school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register and making sure that records of progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Completing Annual Review Paperwork.
- Keeping children's SEN files up to date.
- Making sure teachers are kept informed and given relevant reports.
- Staff development and training.

The Headteacher - Mrs Jary - responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that every child's needs are met.

- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Involvement with parents as partners in the learning process.
- Co-ordinating the work of the teaching assistants.
- Participating in LSA development programmes.
- Determining the pattern of work, timetable and role of the SEN Coordinator.
- Dealing with queries or complaints from parents.
- Liaising with the SENCO.
- Liaising with the LEA with respect to policy and enactment.
- Ensuring that the SEN Policy is implemented as described.
- Involvement in how children with SEN are integrated within school as a whole.
- Liaising with external agencies including the Educational Psychology Service and other.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEN within the school.
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

The SEND Governor – Mr Reed - responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Ensure an SEN policy is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Meet with the SENCO to discuss SEN within the school.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

