



SPECIAL EDUCATION POLICY STATEMENT

The Cathedral School of St Mary Mission Statement

Together we will:

- promote a catholic ethos of caring and forgiveness;
- nurture the intellectual, spiritual, moral, social and physical development of each person;
- be free to express ourselves in a safe environment;
- share in the life of our family, school and community.

Express, Forgive, Care, Share, Nurture



CATHOLIC ACADEMIC COUNCIL SPECIAL EDUCATION POLICY STATEMENT Principles

Our Catholic Schools believe that all the children who attend our schools have access to a broad and balanced curriculum suitably differentiated to meet their individual needs.

We seek to promote effective learning for all our children in order that they make progress, realise potential and develop a sense of self-worth.

Our schools fully support the principles outlined in the SEN Code of Practice (C.O.P.) November 2001, which incorporates a *graduated approach* in meeting pupils' needs.

It is our belief that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

Rationale

As an Academic Council, we believe that children have Special Educational Needs if they have a *learning difficulty* or *disability* which calls for *special education provision* to be made for them (Education Act 1996).

Provision for children with special educational needs is a whole school responsibility. All members of staff have important day to day responsibilities and duties towards children with special educational needs.

Each school has a designated member of staff - Special Education Needs Coordinator (SENCO) who, in collaboration with the Headteacher and the governing body, is responsible for implementing this policy. The SENCO provides further support and advice and facilitates the sharing of good practice.



Role and Responsibility of the SENCO

Each Catholic School has a coordinator of SEN who is responsible (in collaboration with the Headteacher and SEN Governor) for:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Overseeing Teaching Assistants/Learning Support Assistants
- Ensuring that appropriate Individual Education Plans (IEPs) are in place
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the INSET of staff
- Liaising with external agencies.

The governing body and the staff of The Cathedral School of St Mary agree with the principles and rationale set out in the policy statement at the beginning of this document.

This policy will be reviewed every two years in the Autumn term.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing. This process takes account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may have *Special Educational Needs*.

A child has Special Educational Needs if he or she needs provision, which is *additional to or different from*, the differentiated curriculum normally provided for all children.

Children with English as an additional language do not have a learning difficulty solely because of their unfamiliarity with English. The EAL



(English as an Additional Language) policy will address the provision for these children.

The new Code of Practice identifies four main areas of difficulty:

- **Communication and Interaction**
- **Cognition and Learning**
- **Behavioural, Emotional and Social Development**
- **Sensory and/or Physical**

Each term there is a Special Education Needs staff meeting led by the SENCO to review provision, introduce new materials as appropriate and update staff on current best practice.

Provision for all children is now categorized under the following headings:

Wave One Children who are able to access the curriculum through excellent differentiated classroom practice

Wave Two Children who require focused support in out of class group situations, e.g. ELS, ALS, Year 3 literacy support, Springboard Math's, Speech and Language programmes.

Wave Three Children requiring an individual focused support programme culminating in an IEP (Individual Education Plan).

The names of children who have been identified as having SEN are kept on an *Inclusion List, updated termly*. SEN resources are allocated according to the needs of the identified children. The *Provision Map* is used to plan and monitor the use of resources according to need. (See Appendix **Cathedral School Provision**)

The Teachers, SENCO and Senior Management Team monitor the progress of children with SEN. Programmes of support are reviewed every 6 weeks. High Frequency words and phonics are reviewed termly. The school uses a tracking system to monitor children over each term. The standards Team meets to identify progress and provision is the considered for under achieving pupils.



The Graduated Approach

This is a flexible model of action and intervention in schools to help children who have SEN.

The approach recognises that there is a continuum of SEN. Each class teacher is responsible for providing a differentiated curriculum for all the children within their class. Where necessary, increasing specialist expertise can be sought to address the difficulties that the child may be experiencing.

School Action

When a class teacher identifies that a pupil is making little or no progress or has concerns about other aspects of a child's development, he or she will provide support which is *additional to, or different from*, the usual differentiated curriculum. The child is placed at *School Action*.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualized programme (IEP).

The SENCO will work with Class Teachers in the planning of future interventions. The SENCO is released one day per term to liaise with Class Teachers individually. At these meetings, there is discussion about each child with an IEP, teachers come with their I.E.P's reviewed and new appropriate targets are set. Through these meetings, the SENCO is kept in touch with the needs of the children and can work with and advise the Class Teacher as necessary. The views of parents/carers and the child will also be sought.

Individual Education Plan

Strategies used to enable the child to progress will be recorded within the 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



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- when the plan is to be reviewed
 - outcomes (to be recorded when the IEP is reviewed)

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 and have been discussed with the child and the parents/carers. The IEPs will be reviewed each term.

School Action Plus

When, despite sustained and intensive support, the child continues to cause significant concern, advice from external agencies will be sought. The child is then placed at *School Action Plus*.

The class teacher continues to be responsible for the implementation of the strategies outlined in an IEP. The SENCO continues to oversee the planning, implementation, monitoring and reviewing of the IEP.

At The Cathedral School, the IEP for a child at *School Action* or *School Action Plus*, is reviewed each term by the SENCO, the class teacher, the Teaching Assistant, the parents/carers and the child.

Statementing

In some cases, the school will conclude, after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school.

In a very small number of cases the LA will need to make a statutory assessment of SEN and then consider whether or not to issue a *statement*.

The school, parents or other agencies such as a Health Authority or Social Services can make the request for statutory assessment.

Further guidance is to be found in the Code of Practice, Section 7.



The LA provides a Disagreement Resolution Service to enable the early and informal resolution of disagreements. Parents also have a right of appeal to the SEN Tribunal at any stage. The LA is responsible for providing this information to interested parties.

At The Cathedral School, those children with a SEN statement will also have their IEP reviewed termly. The child's progress is also reviewed at an *Annual Review Meeting* each Autumn term. These meetings may also involve appropriate external agencies.

The results of this meeting are recorded and sent to the LA. This is then reviewed by the LA, results are discussed and decisions are made on the future provision for each statemented child.

Promoting the Rights of the Child

The Cathedral School actively seeks to involve the children, as appropriate, in all aspects of the school's decision-making processes relating to their Special Educational Needs. From an early age, children with SEN will be actively involved, at an appropriate level, in discussions about their IEPs, including target setting and review arrangements and their views will be recorded. Children will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Promoting Partnership with Parents/Carers

The Cathedral School actively seeks to work with parents/carers and values the contribution they make. They hold key information and have a critical role to play in the education of their child. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting him or her.

We will inform parents when we first identify that a child has SEN and parents are encouraged to express similar concerns to the school. The school will provide parents/carers with information about the *Plymouth Parent Partnership Service*.



The Cathedral School fully supports this policy on the role of parents/carers. The school actively encourages an open dialogue with parents, both formal and informal. Letters will be sent out termly to parents informing them of the provision their child will receive.

The SENCO liaises with appropriate external agencies on behalf of parents/carers of children with SEN, as well as acting on behalf of the children.

In addition to the *Plymouth Parent Partnership Service*, we may, when appropriate, inform parents about other support networks such as the Behaviour Support Team, Bereavement Counseling etc. 'Inclusion in the Early Years - a Resource Guide' is also available to parents for reference.

In-service Opportunities

The SENCO will keep up to date with relevant training and will inform teaching staff of courses that will help them provide for children with SEN in their care. The SENCO attends Plymouth SEN Conferences. Teaching Assistants will be encouraged to undertake in-service training to assist them in their work with these children. Where appropriate, the class teacher of a child with SEN will be given opportunities for training.

Plymouth Parent Partnership Service offers courses for interested parents/carers. Information about these courses is available in school.

Governors will also be encouraged to attend relevant training.

The Duties of the Governing Body*

The Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has SEN
- ensure that, where the 'responsible person', the Headteacher or the appropriate governor, has been informed by the LA that a pupil has SEN, those needs are made known to all that are likely to teach them



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- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
 - consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
 - ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN
 - report to parents on the implementation of the school's policy for pupils with SEN
 - have regard to the Code of Practice when carrying out its duties towards all pupils with SEN
 - ensure that parents are notified of a decision by the school that SEN provision is being made for their child

** Special Educational Need Code of Practice Nov.2001 - section 1.21*

Disability Discrimination Act

Children who are defined as having rights under the DDA have a wide range of potential needs and requirements. They include children with mobility impairments, sensory impairments, learning disabilities, mental health conditions, epilepsy, Aids, asthma and progressive conditions such as multiple sclerosis.

Not all children who are defined as having a disability under the DDA will have Special Educational Needs. For example, a child with severe asthma may not be identified as having SEN, but may well be defined as having a disability under the DDA.

The Disability Equality Scheme

The SENCO has been part of Disability and Equality working party which has produced the schools own Disability and Equality Scheme as a statutory requirement. This states the new broadened and amended definition of Disability (December2005) and the Schools Strategic priorities.