

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

School Mission Statement

'Working together to succeed through faith in Jesus Christ'

**Special Educational Needs and
Disability Policy
2019 – 2020**

St Stephen's Catholic Primary School

Special Educational Needs & Disability Policy

1.0 Aim

1.1 To enhance learning for all children with perceived Special Educational Needs or Disability (SEND).

2.0 Definition of SEND

2.1 A child has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2.2 A child of compulsory school age has a learning difficulty or disability if he or she:

i) has a significantly greater difficulty in learning than the majority of others of the same age,

or

ii) has a disability which prevent or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2.3 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

(DfE Special Education Needs and Disability Code of Practice January 2015 p.15&16)

2.4 There are four broad areas of need identified by the Special Education Needs and Disability Code of Practice (2015)

- Communication and Interaction (C&I)
- Cognition & Learning (C&L)
- Social , Emotional and Mental Health Difficulties(SEMH)
- Sensory and /or Physical (S/P)

Factors impacting progress may be caused by any one of the physical, sensory, mental, emotional, social, behavioural or communication difficulties or a combination of all of these.

2.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

2.6 Children with SEND exist in every age group and an average of 20% of pupils will have SEND, with perhaps 2% of these requiring Statutory Assessment by the Local Authority (LA) and the implementation of a Statement of SEND/ EHC Plan.

3.0 Introduction

3.1 At St. Stephen's we recognise that a number of pupils may have special educational needs or disability (SEND) which may be long or short term, may arise from general learning difficulties and disabilities or may be temporary or permanent and can be physical, mental, emotional, social or medical impairments or conditions.

3.2 The SEND Code of Practice (2015) alongside 'The Children and Families Act' (2014), 'SEN and Disabilities Act' (2010) and 'The Equality Act' (2010) gives guidance to the Local Authority and school Governing Body in order that they may fulfil their responsibilities for SEND.

3.3 At St Stephen's we follow the Local Authority procedures and practices for Education Health Care Plans.

3.4 Within the SEND policy, the school must have regard for every aspect of the COP (2015) and it is, therefore, the responsibility of all staff to implement this policy.

3.5 Children's needs must be identified and assessed at an early stage and as quickly as possible.

3.6 Strategies must be identified and put in place to deal with them.

3.7 High quality teaching that is differentiated and personalised will meet the needs of most children however some children will need educational provision that is additional to or different from this.

3.8 All teachers are teachers of children with special educational needs and teaching such children is therefore, a whole school responsibility with individual class teachers being responsible for the progress and provision for the children in their class.

3.9 Provision for children with SEND must be made in partnership with the child, the parents (or those with parental responsibility) and all involved teachers and where appropriate reasonable adjustments **must** be made to remove barriers for learning. Parents and children are involved in partnership with the school and where appropriate the LA in developing and implementing a joint learning approach at home and in school and decisions about provision are informed by the insights of parents and children with SEND. Children with SEND often have a unique knowledge of their own needs and, as far as possible their own views will be taken into account in all the decision-making processes.

4.0 Identification, Assessment and Provision

4.1 Support for children with SEND will be via fair, equitable, clearly understood criteria, usually in the child's mainstream school, with possible support from outside agencies where needed.

4.2 The SEND Code of Practice 2015 provides a framework (**Assess- Plan- Do-Review**) for the identification, assessment and management of children with SEND.

4.3 To cater for the differing needs of a child with SEND effective learning strategies will need to be devised. For some children differentiated work in class may address and resolve a problem but, for others, liaison with the Special Education Needs & Disability Co-ordinator (SENDCo), the Headteacher or outside agencies may be necessary. The need is for effective collaboration and teamwork ensuring continuity.

4.4 Observation and assessment need to identify clear objectives which can be set in the form of teacher devised individual or group targets with appropriate interventions to help meet those targets. If further intervention and support is necessary then advice and support can be sought from the SENDCo or outside agencies. Appropriate experiences and strategies can, therefore, be devised for each child and reviewed as, and when, necessary.

4.5 The school uses the graduated response approach advocated by the CoP (2015) and the recommended four-part cycle (Assess- Plan-Do-Review). Recognising there is a continuum of SEND, the school brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

5.0 Monitoring Progress and Provision

5.1 The work in every Primary school class is a continuous cycle of observation, assessment, planning, target setting and review which takes account of the wide range of abilities, aptitudes and interests of the children. Teachers employ a variety of approaches and make provision for increased curriculum differentiation in order to maximise the achievement of all pupils.

5.2 We use a graduated approach to monitoring pupils' progress and provision.

6.0 SEN Support

6.1 Initial Identification

- a) All children receive individual targets to ensure expected progress with high quality first teaching strategies and appropriate differentiated work. The majority of children will learn and progress within these arrangements but for those children whose progress causes concern additional action needs to be taken.
- b) When observations or assessments indicate areas of increasing concern to teachers they are alerted to the fact that some of the children causing these concerns may have SEN. An Initial Identification Form is completed by the class teacher concerns are discussed with parents and with parental permission the child is placed on the SEND Register.
- c) Consideration for extra support is given to those children who;-
- Make little or no progress even when teaching approaches and a differentiated curriculum have targeted a child's identified difficulties.
 - Show signs of difficulty in developing specific literacy or numeracy skills.
 - Present persistent emotional or behavioural difficulties not managed by the school's usual behaviour management techniques.
 - Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
 - Have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
 - Have English as a second language (EAL) and may, therefore also experience difficulties accessing the curriculum.
- d) A flexible identification process is used but attention is given to those children performing significantly below age related expectations.

- e) Specific difficulties are identified and a detailed Provision Map is drawn up to show the range of extra provision across each class. These are reviewed every term but changes are constantly made, to reflect the needs of all children.
- f) Work is undertaken in class or on a withdrawal basis, in groups or individually, usually involving the Teaching Assistants. The Provision Map shows ongoing short-term targets set for or with each child and includes;- teaching strategies to be used, provision to be provided, success criteria, a review date and the outcomes [to be recorded when the Provision Map is reviewed].
- g) B Squared Profiles may be used for any child causing extremely serious concerns in order for development and progress to be very carefully monitored.
- h) A few children with behavioural difficulties may require a more Individual Behaviour Plan (IBP) which will clearly identify very specific targets and outcomes.

6.2 Outside Agency Involvement

- a) If, after continuous and sustained additional support, it is felt there are serious difficulties and the child is continuing to make little or no progress then extra intervention from an outside agency is sought, e.g. An Educational Psychologist may then be requested to make a fuller assessment of the child's needs
- b) Direct support from the Local Authority Educational Psychologist designated for the school is available. There is a termly planning meeting with the LA during which priorities must be negotiated.
- c) Support from the Local Authority Educational Psychologist Team via the LA Service Level Agreement is limited so to enhance this we also have involvement of private external EP services, Pyramid Education Support Ltd, YPS Psychology and Manchester and Cheshire Psychologists Ltd.
- d) Medical information may also be sought at this time. This maybe through the involvement of agencies such as of the School Health Advisor, Speech & Language, Orthoptist, Physiotherapy, Occupational Therapy etc. .
- e) e) Following intervention and appropriate support, a request may be made to the LA for an Education Health Care Plan request.

6.3 Statutory Assessment and EHC Plans

Referral is made by school to the EHC Panel for a Statutory Assessment providing all evidence of significant cause for concerns and clear documentation detailing the action taken to deal with these concerns. Whilst the need for Statutory Assessment is considered the child continues to be supported through the graduated response.

Statutory Assessment

- a) If the need for Statutory Assessment is agreed a multi-disciplinary assessment is made and the LA requests information and reports from all involved parties.
- b) The LA considers the child's needs and may then make an **EHC Plan**. Monitoring and review procedures are also decided. This under the CoP (2015) will involve multiple agencies working together with parents /guardians and pupils.
- c) After formal assessment involving parents, school, local authority , educational psychologist and any other external agencies involved with the child an EHC Plan is agreed describing the particular learning or behaviour difficulties a pupil may have and setting out arrangements to meet those needs.
- d) The EHC Plan/Statement is reviewed annually in line with LA procedures. An EHCP/ Statement is a legal contract between the Local Authority and the parents. The former is responsible for ensuring that arrangements have been made in accordance with the Plan/ Statement and may request evidence from a school to show how the Plan /Statement is being supported.
- e) The LA provides a **Parent Partnership Service** which can be contacted by any parent of a child with SEND. The Service called SENDIASS will give advice over any SEND concerns but is, particularly, helpful in offering support to help guide parents through the Statutory Assessment process. The Service can be contacted through the Education Department, New Town House, Buttermarket Street, Warrington WA1 2NJ. Tel. 01925 444400

7.0 SPECIAL EDUCATIONAL NEEDS RESOURCES

7.1 Human Resources.

- a) The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs. Jackie Barbera who is employed 0.5 fte in this role.
- b) It is the job of the SENDCo to manage and co-ordinate SEND provision throughout the school, working closely with staff, parents and carers, and external agencies.
- c) Provision Maps for each year group are completed and evaluated at regular intervals.
- d) Records will be kept by the SENDCo of all steps taken to meet the needs of each individual child and available if requested by parents or the LA.
- e) A Nurture Group is led by a fully qualified Nurture Group Leader, Mrs Stamper, who is a Level 4 Teaching Assistant. This supports a number of children from both Key Stages who have emotional, social or on occasion, behavioural difficulties.
- f) A large number of teaching assistants are also employed throughout the school to give extra support to pupils and teachers. One teaching assistant is employed to give specific support to statemented/EHC Plan children while others support children across the school both in the classroom and in small target intervention groups.

7.2 Material Resources.

7.1 Resources for SEN are mainly stored centrally in the area of the SENDCo's room and each member of staff has full access to these. There are a small number of SEND resources stored within classrooms.

7.2 The large 'bank' of SEND resources is annually reviewed and increased where appropriate.

8.0 Guidelines for SEND procedures in school

8.1 When a child's progress becomes a concern for the class teacher the teacher will consult the SENDCo & parents and then if it is appropriate an Initial Identification Form is completed and with parental consent the child will be placed on the SEND register under **SEN Support**.

- 8.2** Specific targets are agreed for the child and their SEND provision agreed with clear timelines for tracking and assessment. These are included on the class and individual provision maps.
- 8.3** A letter is sent to parents informing them of these initial steps along with details of where and how to access a copy of the School's SEND Policy.
- 8.4** The child is likely to already be included in some target groups but the Provision Map is now reviewed to consider if the child requires any additional interventions.
- 8.5** Some additional direct teaching, either individually or in a target group, will follow, usually supported by a Teaching Assistant.
- 8.6** Progress is reviewed regularly and changes to individual support or target groups made. The Provision Map is reviewed fully each term.
- 8.7** If after a reasonable amount of additional support progress is still poor consideration is given to requests that may be made for outside intervention e.g. from Speech & Language Service, Orthoptist etc. All outside agencies will usually write reports and discuss their assessments with parents. Medical Information may also be sought at this time.
- 8.8** The need for additional support, in the form of an Element 3 programme, should also now be considered.
- 8.9** If concern still continues and further intervention is felt necessary the child will be referred to the Educational Psychologist. Permission from the parents is again sought.
- 8.10** When the Educational Psychologist is due to see the child in school parents are invited to attend. The Educational Psychologist will make recommendations to help support the child in school, monitor the child's progress over a period of time, or recommend requesting the LA to consider Statutory Assessment.
- 8.11** If good progress is made consideration is given to removing the involvement of outside agencies. The child no-longer receives support/intervention from an outside agency but parents are informed that additional school support will continue.

8.12 If progress is considered good or satisfactory and the child no-longer requires any additional support to make expected progress he/she can be removed from the SEND Register, with parents again informed of this decision.

8.13 Process restarted if further concerns arise.

Jackie Barbera

September 2019

POLICY REVIEW DATE:

This policy and related procedures will be reviewed in September 2020 for the annual review.