



Jesus at the Heart
of all that we do

Sacred Heart Primary School

Special Needs Policy

Rationale

In keeping with the spirit of the school's Mission Statement our Special Needs Policy is positively based on that 'Jesus is at the Heart of All that we do'. At Sacred Heart Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. Our mission is the provision of a context, content and a process of education truly dedicated to developing the full God given potential of each pupil and to build their skills, knowledge and understanding along with their sense of self worth.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Aims and objectives

All class teachers are teachers of children with Special Educational Needs (SEN) and are responsible through first quality teaching for meeting their needs with the advice and support of the school's SENCO, learning support staff and external professionals.

We share the Governments aspirations of achieving excellence for all our pupils and, in co-operation with the Local Authority (LA); we aim to identify particular needs as early as possible and to provide support for those pupils with Special Educational Needs.

The aims and objectives of this policy are:

- to create an environment in which all pupils feel happy, valued members of our Christian community, who are included in the life of the school;
- to enable all children to have full access to all elements of the school curriculum;
- to work in partnership with parents to ensure that pupils' special educational needs are identified and assessed and that strategies are developed to meet those needs, whilst providing a secure environment for the children's educational, spiritual and emotional development;
- support children with special educational needs in accordance with the Code of Practice;
- take all reasonable steps to include children with special educational needs;
- include all children in accordance with the Disability Discrimination Act;
- work closely with external agencies

Implementation

The school will provide a caring sensitive environment in which those children with special educational needs gain in confidence and develop according to their ability.

We have high expectations of all our children and aim to achieve these through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different physical, educational, emotional and behavioural needs and aspirations;
- have different learning styles and require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by

- providing support for children, initially through the differentiated curriculum or, if appropriate, through an individual Education plan or through other intervention strategies;
- Planning to develop children's understanding through the use of available senses and experiences
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Definition of SEN

For the purpose of this policy Children have special educational needs if they have a learning difficulty that call for special educational provision to be made for them.

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Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; They may require additional resourcing over and above that which is normally provided by a mainstream school
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school."

These pupils will have specific targets, which aim to meet their needs. These targets will be detailed in a Personalised Learning Support Plan and the vast majority of needs will be met from within the school's own learning support provision.

Needs will be identified at an early stage and monitored. The criteria for identifying children is based upon teacher assessment, parent's views and advice from other professionals.

Special Educational Need Provision:

In line with the SEN Code of Practice 2014 when reviewing and managing special education provision there are four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

A pupil has SEN where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

Assessment of pupil's current skills and levels of attainment on entry are assessed and this builds on information from previous settings and key stages where appropriate. Progress is carefully monitored through regular assessments and this helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Needs will be identified at an early stage and monitored. The criteria for identifying children will be based on teacher assessment, parents views and advice from other professionals.

Graduated Approach to SEN support

The SENCo and the teacher will decide on a course of action.

The Responsibility at this stage lies with the class teacher and SENCo.

- The child's name is added to the school's SEN database.
- The class teacher devises interventions which are additional to, or different from, the differentiated curriculum

- Evidence and assessment of the child's progress should be collected, reviewed, held by the class teacher and made available to those concerned.
- If a child's progress is considered satisfactory for at least two review periods, it may be decided that the child no longer needs special help. However the child's name will be retained on the SEN database until it is clear that progress does not cause concern.
- A child who is giving concern may be discussed at the LA School Consultation Meeting with the permission of the parents.(SLM Meetings)
- Additional support may take the form of withdrawal, in-class support, and provision of extra work, advice, consultation, observation or assessment.
- Records should be maintained by the staff and made available to those concerned.
- Progress should be formally reviewed with parents at least termly.

School Support 2

With the permission of parents, The Head Teacher, SENCo and class teacher will seek advice from specialists at the termly school liaison meeting;(SLMs) are held to build on good practice and provide collaborative working between a range of professionals in order to support children in our school which is effective and outcome driven

- Personalised Learning plans are prepared in accordance with the advice received from the specialists.
- The SENCo takes the lead in any further assessment of the child, planning future interventions in discussion with colleagues, monitoring and reviewing action taken.
- Records should be maintained by the staff and made available to those concerned.
- Progress should be formally reviewed with parents at least twice a year.
- If progress is unsatisfactory, the criteria for an application for an Education Health Care Plan
- The LA is asked by the Head Teacher to consider the need for Education Health Care Plan.

Application for an Education Health Care Plan Assessment

If it is considered that a Statement might be appropriate, the SENCo and the Head Teacher, working closely with the LA and the Learning Support Services, request a formal statutory of the child's needs. The LA considers the assessment and, if in agreement, awards a education Health Care Plan.

Education Health Care Plans

This stage is reached when the LA is satisfied that the child's needs cannot be met within the budget of the school. A precise educational prescription for the child, based on accurate and detailed account of needs, is provided and extra resources may be allocated to the school.

For children with Statements/Education Health Care Plans of Educational Needs the SENCo will:

- Work closely with everyone involved, will oversee the drawing up of individual education plans with aims and objectives met.
- Meet at least termly with the parents and class teacher to review the progress made and the targets met.
- Prepare and distribute the documentation for annual review
- Arrange for the child's parents and relevant professionals (written invitation followed by telephone call) to attend the annual review.

Roles and Responsibilities

The SENCo is Mrs Ryan

In accordance with the Code of Practice all teachers are responsible for the teaching of children with SEN. The SENCo, in consultation with the class teacher and the relevant teaching assistants, draws up programmes of work for children who have EHC /Statements and for children who are at School Support and School Support 2 as well as for the EAL children.

Our school is committed to inclusive education. All pupils have access to the National Curriculum. SEN and EAL children are withdrawn from class as identified on their Personalised Learning Plan if required, through their targets in their books and on their Assertive Mentoring sheets. Support is also provided in class.

Personalised Learning Support Plans are used as a small-steps approach to enhance the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success in their learning. This tool is used to engage children in positive discussions about their learning, their needs and strategies they could use to support them to access the curriculum.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom.

Access to the Curriculum

We recognize that other children may need special needs:

Children with English as an additional language

Children for whom English is not their first language may also have special educational needs. These children are supported to ensure that they acquire the necessary language skills to enable them to fully access the curriculum. This support will be in class or sometimes through withdrawal groups. Teachers are aware of the needs of EAL children and will adapt their teaching style appropriately. As a school, we emphasise the importance of ensuring that EAL children are given work appropriate to their ability but with modifications to take account of their less familiarity and confidence with the English Language.

Higher Achieving Pupils

Higher achieving children may also have special educational needs and these needs are deemed to be of equal importance. Provision for such children is outlined in the Higher Achievers' Policy.

Role of the Governing Body:

The governing body has due regard to the Code of Practice and the Disability Discrimination Act when carrying out its duties toward all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The SEN Governor is Mrs Lynne Driscoll

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need they should contact the Class Teacher or the SENCo, in the first instance, and then the Head teacher. The formal complaints procedure is to put any complaint in writing to the Governing Body.

Working in Partnership with Parents

Parents have much to contribute to our support for children with special educational needs. The school works closely with parents in the support of those children, encouraging an active partnership through ongoing dialogue, joint planning and responsibility. Parents are consulted regularly and encouraged to participate in their child's educational development. Termly meetings are held to share the progress children have made against individual targets and any external support or intervention is discussed and agreed. Reports from outside agencies are shared with parents and outside agencies will meet with parents if requested. When a decision has been made to apply for an Education Health care needs assessment. Parents are encouraged to make written contributions and to attend annual reviews when a child has a statement or EHC plan.

Confidentiality will be respected at all times. In accordance with whole school policies all staff will respect the confidentiality of all information relating to pupils and their families. All staff will implement confidentiality with regard to information and policy decisions taken by the Governing Body.

In-service Training:

The Headteacher and Governing Body support the training and professional development of all staff concerned with SEN. This will be reflected in the School Improvement Plan.

Staff attending courses pertinent to SEN may then disseminate information formally and informally during Staff Meetings and Training Days.

Staff when appropriate will avail of opportunities to share or develop training with other schools, LEA courses and other professionals.

Monitoring and Review

It is the responsibility of our Governing Body to agree and then monitor the school Special Educational Needs Policy. The committee of the governing body for curriculum issues does this together with the Head teacher and SENCo as appropriate. The Head teacher will report to the Governors in the termly report on issues relating to this policy as appropriate.

The SENCO will ensure:-

- regular reviews of the progress of children with SEN conducted by class teachers in consultation with the SENCo and/or support staff;
- manage the day to day operation of the SEN policy in consultation with the Head teacher;
- support and advise colleagues;
- act as a link with external agencies;
- act as an additional link with parents;
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Progress monitored by teachers' reports, test results and assessment tasks;
- Improved behaviour and/or attainment levels;
- Improved performance within the classroom and an increase in the child's confidence and self-esteem;
- Improved or continued inclusion in all aspects of school life, especially in cases of physical disability
- liaise with staff at feeder schools and high schools to ensure a smooth transition of children with special needs from one phase to the next. This could include additional transition arrangements in consultation with pupils and their parents.

Evaluating Success

The success criterion for this policy is as follows :

- the management of resources, and teaching and learning practices ensure that the needs of the pupils are met
- pupils with SEN are identified early
- best practice is used for intervention strategies
- pupils are actively involved in reviewing their targets and evaluating their progress (assertive mentoring)
- educational professionals and parents work in partnership
- interventions are monitored and reviewed regularly for each pupil

Reviewed - September 2020

The policy will be reviewed biannually

