

SACRED HEART CATHOLIC PRIMARY SCHOOL

Grow in the spirit of love and learning

Special Educational Needs and Disability Policy



Agreed by school staff and Governors January 2015
Written by Miss Z Smith
To be reviewed annually.

Sacred Heart

SEND POLICY 2015

'Grow in the Spirit of Love and Learning'

At Sacred Heart we believe that all children have the right to the highest quality of education according to their needs. We provide a continuum of support for pupils with special educational needs. Our Mission Statement and its aims reflect our commitment to supporting children with special educational needs.

This policy outlines the purpose, nature and management of special educational needs within our school

1. PRINCIPLES AND PROCEDURES:

Definition of Special Educational Needs and Disability (SEND)

(Code of Practice: 0 to 25 September 2014):

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

The Code of Practice (2014) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. EQUAL OPPORTUNITIES

All pupils are worthy of equality of opportunity and are entitled to a broad, balanced and relevant curriculum, appropriate to their individual needs, talents and personal qualities, as stated in the 2010 Equality Act.

3. ADMISSION ARRANGEMENTS

The school a published Admissions Policy, at no time will such children be refused admission on the grounds that they have special educational needs and/or disabilities. The school actively supports Inclusion. The staff will liaise with parents and previous settings to ensure that Sacred Heart can fully meet individual needs and can prepare appropriately.

4. OBJECTIVES

The objectives of our policy are to help every child to achieve his/her maximum potential through careful and considered provision by:

- Ensuring that all children with Special Educational Needs have those needs addressed.
- Ensuring that those children with learning difficulties have the greatest possible access to all subjects prescribed under the National Curriculum/EYFS
- Providing suitable differentiated work, where necessary, within subjects for children with Special Educational Needs. Every class teacher is a teacher of Special Educational Needs.
- Ensuring identification of children who may have learning problems at the earliest possible stage. Consider pre-school and Foundation Stage Profile assessments in the Reception class.
- Meeting the needs of these children within the school wherever possible, and utilising the assistance of outside agencies for advice and support.
- Implementing the Code of Practice in full and ensuring that all staff are aware of its contents. The new SEN Code of Practice was implemented in September 2014.
- Involving children and parents/carers in the identification and review of the targets set for individual children. This follows the guidance set out in the Code of Practice, which states that "Children, their parents and young people are involved in discussions and decisions about their individual support and about local provision."
- Promoting the inclusion of children with SEND into mainstream school where appropriate.
- Promotion Equal opportunities for all.
- Including all children in all activities of the school, ensuring that as far as possible children with SEND are not placed at any disadvantage in relation to those who are not disabled.

5. THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

The Special Educational Needs Co-ordinator

The Revised Code of Practice makes it clear that the SENCO plays a pivotal role in co-ordinating effective educational provision for children with special educational needs.

At Sacred Heart the SENCO is Miss Smith

The responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising colleagues and offering support and good practice.
- Advising and working with Teaching Assistants.
- Overseeing the records of all Special Educational Needs pupils and maintaining a register.

- Liaising with the parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including educational support services, medical and social services and voluntary organisations and psychological services, involved with children with special educational needs.
- Ensuring that provision maps record that which is additional to, or different from, the differentiated curriculum.
- Maintaining resource materials to support Special Educational Needs provision.
- Keeping the Headteacher informed on issues concerning pupils with learning difficulties.
- Termly meetings with all Staff.
- Monitoring the progress of children with SEND and reporting findings to the Headteacher and Governors.
- Ensuring early identification of vulnerable and under achieving groups.
- Monitoring and evaluating SEND within the school.

The Class Teacher

The responsibilities of the class teacher are:

- To inform the SENCO about a child with learning difficulties beyond those which can be addressed within quality first teaching. Quality first teaching is that which is differentiated and personalised to meet the individual needs of the majority of children and young people. This is the first step in responding to pupils who have or may have SEND, as outlined in The 2014 Code of Practice.
- Where a pupil is identified as having SEND, the class teacher will take action to remove barriers to learning and put effective special educational provision in place.
- To consult with parents about concerns
- To write provision maps for children with SEND Support
- To carry out plans from all Pupil Profiles
- To plan and monitor work in conjunction with the SENCO which may also be carried out by support staff

Support Staff:

The responsibilities of support staff are:

- To implement work set by Classteachers and the Senior Leadership Team.
- To ensure the child is following the targets on their provision maps and keep appropriate records of provision

The School Staff has a corporate responsibility for children with SEND. Teachers have a specific duty to adapt the curriculum to meet the entitlements of children with special educational needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with special educational needs and/or disability.

6. IDENTIFICATION

At Sacred Heart children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected levels?
- School based assessment
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis impacting upon learning

The school currently follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO.

OUR PROCEDURES ARE DESIGNED TO OFFER A GRADUATED APPROACH TO SPECIAL NEEDS IN LINE WITH THE SEN CODE OF PRACTICE (2014) INCLUDING THE FOLLOWING STAGES:

Cause for Concern:

An informal stage where class teachers in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. (These will be noted by the class teacher on the school 'Cause for Concern' form.

Following a period of additional provision (at least half a term) Cause for Concern will be reviewed.

If the review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through the formal stage of SEND Support. These are pupils who need interventions **additional to** or **different from** those provided through **quality first teaching**.

SEN Support

In identifying a child as needing 'SEND Support' the class or subject teachers, working with the SENCo and parents, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to our own assessment and information on how the pupil is developing.

At Sacred Heart we identify children who have SEND using the following criteria:

Level 1 Children's needs are met through carefully differentiated work and interventions to support and promote learning. A provision map will be completed by the class teacher containing specific targets.

Level 2 Children who have more complex needs involving outside agencies and interventions. A provision map will be completed by the class teacher containing specific targets. If the SENCo/Class teacher and parent feel it is appropriate an Education Health Care Plan may be applied for. (EHCP)

EHCP

If an application results in a child having an Education Health Care Plan of SEN, the governors of the school are legally responsible for ensuring that the funding provided through the statement is used for the named child.

Once an EHC is made and accepted the SENCO will ensure that:

- The child's records are maintained and updated
- The teacher monitors and reviews the child's progress in consultation with support teachers and SENCO
- Provision Maps are in place and reviewed
- An annual review will be held on the anniversary of the EHC Plan.

- Where appropriate, teaching assistants will work with the child for the allocated hours

Provision Maps

The class teacher discusses the provision map with the pupil and parent once a term (Provision Map reviews) Parents and pupils are actively encouraged to contribute to provision maps. The review will discuss the outcomes of the provision map and decide whether the pupil has:

- Made sufficient progress to be removed from the SEND Register.
- Maintained sufficient progress to remain on a similar programme.
- Made insufficient progress and needs a change of resources, teaching style or may require more support.
- Made insufficient progress and needs outside professionals to liaise with school to help inform the progress of the individual. Parental permission is needed for children to be assessed individually by outside agencies.

This support follows a graduated approach as outlined in the SEN Code of Practice 2014 'Assess, Plan, Do, Review'.

7. THE ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of agreed resourcing for additional educational needs provision.

The SENCO submits a bid for SEN resources as part of the inclusion aspect of the annual school improvement plan.

Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding guided by Wigan local authority.

Funding may be used to provide teaching assistant support and teaching materials/programs.

Teaching assistants are deployed appropriately across the school based on the level of need within each cohort.

8. EXTERNAL AGENCIES

Close links are maintained with the LA and voluntary support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary

arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychology Service, Targeted Education Support (TESS) Speech and Language Therapy, Communication Outreach (Physical Disabilities), Behaviour Support Service and the school nurse support service. Any or all of these agencies may be involved in the provision, delivery or review of individual targets in order to ensure children's attainment is raised.

9. TRANSITION

We encourage all new children to visit the school prior to starting when they will meet their class teacher, peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school setting.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, a programme is delivered specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different classes or schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If a child has complex needs then a review meeting will be used as a transition meeting during which we will invite staff from both schools to attend.

Pupils with EHC Plans, when considering change of placement may need extra meetings with staff and relevant agencies.

10. PARENTAL INVOLVEMENT

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing individual provision maps. The school will also update parents/carers with relevant information.

11. GOVERNING BODY

The SENCo meets on a regular basis with the SEND Governor, Mrs Doreen Ellison. In addition to this the SENCo completes an annual report for the Governing Body.