
SEN Policy

St Vincent's Catholic Primary School





SPECIAL EDUCATIONAL NEEDS

St. Vincent's Catholic Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

AIMS:-

Our Mission Statement includes the following aims:-

1. To create for each individual a working partnership between home, parish and school and to foster close relationships with the wider community.
2. To foster happy caring relationships within the school which enables individuals to grow in confidence, dignity and self-esteem.
3. To provide a broad and balanced curriculum in a catholic setting, in which each child grows in knowledge and understanding through the acquisition of skills, attitudes and values.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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. (CoP xiii)

DEFINITION OF LEARNING DIFFICULTY/DISABILITY

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 facilities of a kind generally provided for others of the same age in mainstream schools.

This policy exists within the current budget.

THE SEN AIMS OF THE SCHOOL:-

This policy is based on the principle that all teachers are teachers of children with special educational needs. It can only be successful if all teachers:-

- ensure that all pupils have access to a complete and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- accept responsibility for meeting the needs of pupils with special educational needs
- ensure that SEN pupils take as full a part as possible in **all** school activities
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that some pupils will have special educational needs at some time during their school life. In implementing this policy we believe pupils will be helped to overcome their difficulties if and when they face them.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

ROLES AND RESPONSIBILITIES

The SEN team of the school is:

Martin Hughes (SENDCO)

Peter Johnstone (SEND Governor)

Learning Support Assistants, Teaching Assistants and Higher Level Teaching Assistants(Learning Support Staff)

Dominic Vernon (Head teacher)

Kathryn Long (Deputy Headteacher)

THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

St Vincent's SEND Policy – updated 2017/18

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.
- Reviewing EHCPs (Educational Health and Care Plans) annually or when required.
- Liaising with High School staff to allow for smooth transition between KS2 and KS3 for SEN pupils

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility **all** teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- The commitment required by staff to provide all monitoring documents which are distributed by the SENDCO
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point SEN Support
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO, develop IEPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy
- To liaise with outside agencies as the need arises

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENDCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

THE ROLE OF LEARNING SUPPORT STAFF

- Within the budget constraint, LSA's will support in the delivery of programs of work for SEN children
- TAs and HLTAs sometimes work with small groups to support IEP (Learning Plans) under guidance from the class teacher
- With the support of the class teacher, liaise in consultations with outside agencies
- Help the class teacher in writing targets for certain pupils' IEPs

THE ROLE OF PARENTS

- Parents are involved in the setting of targets for their child's IEP (Learning Plan) and will detail their support

THE ROLE OF THE PUPIL

- Pupils are involved in the setting of targets for their IEP (Learning Plan)
- Pupils who have an EHCP have involvement in the content of that plan.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The revised Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

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

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

EARLY IDENTIFICATION

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in the National Curriculum assessed against a set of Age Related Expectations.
- Standardised screening, diagnostic or assessment tools
- Use of Oxfordshire Materials to identify SEN
- Information from parents
- Reports or observations
- Involvement from external agencies e.g. Educational Psychologist

SEN PROVISION

On entry to the school, and throughout the first year, each child's attainment will be assessed using a pupil profile. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Assessment is on-going as a child progresses through the school. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with some additional help and support by class teacher
- Access to differentiated work.
- Time-tabled periods of withdrawal to work with learning support staff
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Additional resources which support learning for the pupil

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. If necessary, support will be sought for the pupil from the relevant support agencies.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

St Vincent's SEND Policy – updated 2017/18

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of differentiated class provision is required, it will be provided through SEN support. If a child receives additional support above and beyond that of classroom differentiation and sufficient progress is still not being made then an EHCP can be applied for. One of the main requirements for an EHCP is that child requires additional funding which is above the initial £6000 which should be spent on each child. The school recognises that parents have a right to put in for an EHCP and will support them throughout the process.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEN, the school will intervene through **SEN Support** and then an EHCP if required.

CLASS ACTION

The class teacher will register an initial concern about a pupil and the SENDCO will make a note of the reasons for concern. The child's progress is then monitored, and evidence recorded, to see if there is improvement. If none is seen then the class teacher will consult with the SENDCO to move the child to SEN Support.

IEPs (Learning Plans)

Strategies for pupils' progress of all children with SEN will be recorded in an IEP (Learning Plan) document. These Learning Plans:

- Contain information about where the child is currently working for Reading, Writing and Maths.
- Provide a few targets at a time which are specific for a particular child's needs. These targets are viewed and signed by parents when they are set and achieved.
- Can be filled in by class teachers, support staff and other professionals who work with the child with the aim of achieving the set targets.
- Are stored within the child's SEN file and the class teachers class file so that they can be passed on the following year to the child's next teacher.
- Require an evaluation every half term to comment on how the targets either are or are not being met in order to inform future targets.

REQUEST FOR AN EHCP

The school will request consideration for an EHCP from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. Consideration for an EHCP might also be requested by a parent or outside agency.

An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

REVIEWS OF EHCPs

EHCPs must be reviewed annually. However, St. Vincent's Catholic Primary School recognises that in exceptional circumstances this may be brought forward if the needs of the child have changed significantly.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. Current practice recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

ACCESS TO CURRICULUM

St Vincent's School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At St Vincent's Catholic Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Differentiation will accommodate some Special Needs. Children with behavioural difficulties are dealt with within the aims and procedures of our Pastoral Care and Discipline Policy. Facilities for SEN pupils include specially purchased books, games, computer programmes and use of specially purchased items are allocated if needed.

EVALUATING SUCCESS

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinators
- Consideration of each pupil's success in meeting IEP (Learning Plan) targets
- Termly monitoring of procedures and practice by the SEN Governor
- Value added data for pupils on the SEN register
- School self-evaluation
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

LINKS WITH OTHER AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- Orthoptist service
- Occupational Therapy Service

PARTNERSHIP WITH PARENTS

St Vincent's Catholic Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

THE VOICE OF THE CHILD

At St Vincent's School we encourage all pupils to participate in their learning by involving them in setting their own targets and developing their own learning styles. Actively teaching thinking skills help the pupils to become lifelong learners.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Class teachers discuss fully with the next teacher all aspects of children's needs. A Year Group file, containing detailed information about that cohort of children, will accompany them to the next year group teacher as well as any IEPs (Learning Plans).

Year 6 children with Special Needs are discussed in a consultation with the receiving school prior to transfer. For children with an EHCP Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend.

SUMMARY

Our school policy must influence the curriculum offered to pupils with SEN and:-

- Aim to improve the overall level of pupils' functional independence. This will include attention to their self-help skills, basic academic skills and work/study skills.
- Aim to improve the quality of the pupil's lives, giving them opportunities for enjoyment through leisure activities, creative activities, and scope to use their imaginations and opportunities for fulfilment and success.
- Aim to inspire the same set of religious, moral and social values and attitudes expected of all pupils.
- Work towards these aims as far as possible through the National Curriculum and Come and See syllabus, using support strategies where necessary.
- Be provided in as normal a situation as possible.
- Be designed for every child individually, following a comprehensive assessment of need.
- Have clearly defined, staged objectives, giving evidence of planning towards the long term aims.
- To be conducted in an atmosphere of care, support and understanding.
- Be taught in ways which will encourage a life-long desire to go on learning.
- To be part of the whole school approach to assessment and recording procedures.