



Saint Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Special Educational Needs and Disability (SEND) policy

Committee responsible for policy	Community
Coordinator	Becky Underwood
Approved by Committee/ FGB	July 2015
Statutory/Non-statutory	STATUTORY
Frequency of Review	3 YEARS or if the law changes
Date of last review	October 2016
Date of next review	October 2018
Purpose of policy	To fulfil the Governing Body's role in ensuring the school complies with the SEN code of practice. To enable teachers to support individuals or groups of children who may need additional help to participate effectively in curriculum and assessment activities.
Consultation	Government documentation and guidance
Links to other policies	Equalities, Admissions, Medical Behaviour

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Special Educational Needs and Disability(SEND) Policy

Introduction

St. Edmund's Catholic Primary school provides a broad and balanced curriculum for all children. As set out in the Mission Statement, every child has the right to an education corresponding to and suited to his/her potential. We want all our children to fulfil their potential by upholding their dignity and valuing them for who they are not what they can do.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children however have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Children with a special gift or talent are also supported and given additional opportunities for further development. See Gifted and Talented Policy.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Inclusion

We believe that inclusion is the process of creating a fair, just and tolerant society by ensuring that no groups feel alienated or discriminated against. Our school has a vital role to play in this process by ensuring equality of opportunity and access to the curriculum for all our pupils. We can do this by:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through appropriate curricular provision, we respect the fact that children:

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

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences, plan for Visual, Aural and Kinaesthetic learners (VAK)
- 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 or stress, and to take part in learning.
- attend appropriate training to support pupil's needs

Special Educational Needs and/or a Disability (SEND)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for her or him. Any children may have special needs at some time in their lives.

The Special Educational Needs and Disability (SEND) Code of Practice (Sept 2014, p15) defines SEND as :

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 the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

CATEGORIES of Special Educational Need

1. Communication and Interaction
 - Speech, language and communication difficulties
 - Autism Spectrum Disorders
2. Cognition and Learning
 - General Learning Difficulties (which may include those with moderate, severe or profound difficulties)
 - Specific Learning Difficulties (e.g. dyslexia, dyscalculia)
3. Social, emotional & mental health difficulties
 - Social and mental difficulties which may manifest themselves in different ways
 - ADD

- ADHD
- Attachment disorder

4. Sensory and Physical Difficulties

Some children may require SEND provision if their disability prevents or hinders them from making full use of educational facilities.

- Hearing Impairment
- Visual Impairment
- Physical impairment/disability
- Multi – sensory impairment

The Role of the Special Educational Needs Co-ordinator (SENCo):

- manage the day-to-day operation of the policy;
- co-ordinate the provision for & manage the responses to children’s special needs;
- support and advise colleagues;
- maintain the school’s SEND register;
- contribute to & manage the records of all children with special educational needs;
- manage the school-based assessment and complete the documentation required by outside agencies and the LA;
- act as the link with parents;
- maintain resources & a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies;
- monitors & evaluate the SEND provision and report to the governing body;
- meet with the named SEND governor on a regular basis
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The role of the governing body

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for pupils’ with SEND.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. Our school’s named governor for SEND is Mrs H Taylor

The role of the Head teacher

The headteacher and the SENCo meet regularly to agree on how to use funds directly related to statements.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Partnership with parents/carers

At all stages of the special needs process, the school aims to keep parents/carers fully informed and involved. The school take account of the wishes, feelings and knowledge of parents/carers at all stages. The school encourage parents/carers to make an active contribution to their child's education.

The school have regular meetings to share the progress of special needs children with their parents/carers. The school consult regarding any outside intervention, and share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Assessment

Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Equally we expect parents/carers to inform the school if they know or are aware of, any concerns a child may have.

At this stage the class teacher differentiates class work for the individual or group of pupils' to support their learning. The class teacher may discuss/share their concerns with the parent/carer at this stage.

If the need persists, the class teacher talks through any concerns with the SENCo and diagnostic assessments may be carried out at this stage to determine next steps in teaching and learning. Specific interventions would be put in place to support the child's learning. Children with similar needs may be grouped for more specific support/intervention programmes. Parents/carers are involved at all stages so learning can be supported in partnership between home and school.

Children are entered onto the SEND register if their needs fall within the definition of SEND and when specific interventions require an Individual Education Programme (IEP) to be put in place.

The class teacher and SENCo monitor the IEP/provision at least once per term or earlier when appropriate. The assessment of children reflects as far as possible their participation in the whole IEP and assessment process. Children's views are sort and they are involved in planning their next steps in learning.

Additional professionals may be asked for further support during anytime within the SEND process.

Should progress continue to be a concern and if a child is working well below age related expectations then a request for a full statutory assessment may be made to the local authority where the child lives. This is done in consultation and agreement with parents and all professionals who are involved with the child.

The school uses the Code of Practice to respond to children's special educational needs. The assess, plan, do, review process is followed. This is highlighted above and follows a stepped approach as follows:

- Concern raised - assess, plan, do and review process
- Child may be entered on the SEND register at SEND Support
- External Agency Advice/Intervention may be sought
- Statutory Assessment: the LA considers the need for a statutory assessment and, if appropriate, will make a multi-disciplinary assessment.
- Education Health Care Plan: the LA considers the results of the statutory assessment and, if appropriate, will draw up an Education Health Care Plan arrange, monitor and review its provision. The Education Health Care Plan replaced the Statement of Special Educational Need from September 2014.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Education Plans – will only be drawn up for those who need a specific plan detailing outcomes to be achieved, small step provision and how this is to be delivered. These may also detail programmes from outside agencies and therapies e.g. Speech & Language, Occupational therapy.

Group Intervention Support Plans Support/interventions for groups of children with similar identified needs will be recorded on class group plans not an IEP.

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 situation. 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 the classroom.

Monitoring and evaluation

IEP's and group plans will be reviewed at least once per term or earlier at the end of any programme of support by class teachers with support from the SENCo if needed.

The SENCo monitors the movement of children within the SEND system in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo through supporting teachers involved in drawing up Individual Education Plans can monitor whole school provision, reporting back to the Head teacher and named SEND Governor.

The SENCo supports teachers with provision mapping and early identification of pupils with Special Educational Needs as appropriate.

The Governing Body should review this policy annually and consider any amendments in light of the annual review findings or government initiatives.

Inclusion Manager: Miss B Underwood

Named SEN Governor: Mrs H Taylor

Date of Policy: July 2015

Reviewed December 2015

Reviewed October 2016

To be reviewed: Every three years or sooner if changes to the law/practice
And/or changes to personnel