



St Michael Catholic Primary School

**Special Educational Needs (SEND) Policy
July 2015/16**

Mission Statement:

Excellence • Enrichment • Enjoyment

Date policy accepted by the Governing Body: July 2014

Updated: July 2015

Date for review: July 2016

Our school aims to provide a secure and caring environment concerned with the emotional, spiritual and social development of the child. The Catholic school has the opportunity to place children's learning about safety and self-esteem in the context of their positive life experiences. Within the mission statement, St Michael's School affirms the need to build up those within the school community who need a safe and caring environment. It teaches the principles of justice and peace, respect, personal dignity, self-control and correct behaviour.

1 Introduction

This school provides a broad and balanced curriculum for all pupils. The Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs. Some pupils have barriers to learning for example speech and language, behavioural, social and emotional and/or physical difficulties that mean they have special needs and require particular action by the school. Some pupils are more able than the majority of their peers and equally need action taken to ensure they progress at an appropriate rate.

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 pupils and thus enable them to participate equally and effectively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, 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 pupil's special educational needs;
- to enable all pupil to have full access to all elements of the school curriculum;
- to maximise the potential of ICT for pupils with SEN
- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate.
- to establish effective communication with outside agencies
- to support teachers' CDP (continuing professional development) in SEN/inclusion

3 Educational inclusion (please also see Admissions Policy)

In our school we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our pupils. We aim to achieve this by identifying the barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural 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

Teachers respond to pupil's needs by:

- providing support for pupils who need specific help in identified areas of learning
- planning to develop pupil's understanding through the use of all available senses and experiences including ICT
- planning for pupil's full participation in learning, and in physical and practical activities and field trips;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Levels of special educational needs

Pupils with special educational needs have learning difficulties or areas of excellence that call for special provision to be made. All pupils may have special needs at some time in their lives.

Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupil of the same age;
- they are under school age and fall within the definitions above.

Gifted or more able pupils will display greater ease in learning than the majority of pupils of the same age. This may be in one particular area of the curriculum or across the board.

Many of the pupils who join our school in the Foundation Stage have already attended an early education setting. In many cases pupils enter the schools with their needs already assessed. However, we still assess all children when they join us, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take twice a year.

If the IEP review identifies that support is needed from outside services, we will consult and seek permission from parents prior to any support being sought. In most cases, pupils will be seen in school by external support services as requested.. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child's new IEP. The new strategies and targets within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

The triggers for a child to move on from School Action to School Action Plus include, but are not limited to:

- o continuing to make little or no progress over a long period
 - o continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - o continues to have difficulties in developing literacy and mathematics skills
 - o the child has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme
 - o the child has sensory or physical needs requiring additional specialist equipment or visits by a specialist service
 - o the child has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- The Surrey SENDCode of Practice is also referenced and adhered to when the level of SEND is decided upon for each child.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

All statements of special educational needs must be reviewed at least annually. The annual review of the statement ensures that once a year the parents, the pupil, the LEA, the school and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to

be made to the description of the pupil's need or to the special educational provision specified in the statement.

Class teacher's responsibilities

- familiarise themselves with pupil's records and information regarding their special educational needs
- differentiate the curriculum to meet the needs of SEND pupils
- support individuals in reaching their IEP targets
- with support from SENCO write I.E.P's for SEN pupils in their class
- be alert to the possible need for monitoring pupils who are causing concern
- consult with and keep the SENCO informed of any changes to need or circumstance
- implement the teaching needs of pupils with statements, which may include the management of a special support assistant/teacher
- assess in order to plan and devise specific strategies for managing pupils with SEND
- liaise formally with parents/carers to discuss progress, I.E.P targets, reports from outside agencies and concerns
- complete child friendly I.E.P's each term, with the SENCo

Support staff responsibilities:

- liaise with the pupil's class teacher
- liaise with SENCO on a day to day basis or as required
- carry out their duties as stated in the job description
- wherever possible attend reviews

SENCO's responsibilities:

- maintains the SEND register and reviews provision mapping termly
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to pupil's special educational needs;
- supports and advises colleagues;
- liaises, monitors and co-ordinates the completion and the implementation of Individual Learning Plans (IEP's)
- oversees the records of all pupils with special educational needs;
- liaises with parents as appropriate
- liaises with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for pupils with special educational needs;
- contributes to the continuing professional development of all staff.
- participates in reviews of pupils on School Action , School Action Plus and IEP's when necessary
- reviews the SEND policy in consultation with the head teacher, staff and governors

- in addition the SENCO attends termly Multi Professional Team meetings to discuss school SEND issues and specific pupil's needs

5 The role of the governing body

The governing body has due regard to the Code of Practice and the Disability and Discrimination Act 2005 (including the new additions 2007) when carrying out its duties toward all pupils.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs, including those covered by the Disability Equality Scheme. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs and disabilities.

The Governing Body ensures that parents, after consultation, are notified of a decision by the school that SEND provision is being made for their child. The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

We receive funding for SEND via the LEA formula. There are accessible resources in school for teachers to use with pupils with SEND. The SENCO/Head teacher and governors are responsible for these aspects of the budget and the deployment of funding allocated for groups and individuals. When an application for a statement has been agreed, the LEA makes what it deems to be appropriate financial support. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

We have rigorous monitoring in place at St. Michael's that tracks the progress our learners make in all areas of the curriculum. In addition, the impact of interventions is tracked rigorously. We liaise with Early Years providers prior to admission to school to establish any existing needs. All of our staff members are vigilant at supporting and raising any concerns to the SENDCo and Senior Leadership Team. We use data and other forms of assessment to identify additional needs and celebrate achievement.

Parents/carers are encouraged to speak to the class teacher about any concerns they have.

Equally, teachers approach parents about any concerns they have about the children. We operate an 'open door' policy here at St. Michael's and encourage parents to share their concerns and information about their children throughout the year.

We have qualified SENDCos (achieving the National Award for SEND Coordination) and staff with Masters level training in all areas of special educational needs, including emotional needs.

8 Access to the curriculum

At St. Michael's, good quality whole class, including differentiation, is embedded in our curriculum and practice. We have a broad and balanced curriculum. Regular Pupil Progress

Meetings help us to monitor and measure the impact of this and reflect on the next steps in learning. All of our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team.

All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.

When planning, teachers refer to children's IEPs to make particular provision for their needs. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.

9 Partnership with parents

As a Catholic school, we believe that parents are the primary educators of their children and it is our role to support them. We believe in partnering parents in dialogue to support a child's learning, needs and aspirations.

We regularly share progress feedback with all our learners and their families through target setting evenings and written reports. Our 'open door' policy allows parents/carers to meet with the SENDCo to discuss pupils' progress, what can be done by families at home to support the learning at school.

We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies. Parents/carers will be invited to a bi-annual meeting with the SENDCo and class teacher to discuss the support that the school are providing and how they can help their child at home.

10. Pupil participation

We encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. We recognise the importance of all pupils developing both social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their I.E.Ps and in the termly I.E.P review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

The SENCO monitors the movement of pupils 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 is involved in supporting teachers involved in drawing up Individual Education Plans for pupils. The Senior Leadership team, including the SENCO, hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body monitors the buildings and their facilities to ensure that they can support the provision of the curriculum to any child with educational needs, whether they are physical, emotional, behavioural or special learning difficulties. Any action needed will be put into our Accessibility Plan. The Governing Body reviews this policy and the Accessibility Plan regularly and considers any amendments in the light of the review findings and/or any new initiatives that are County or DFE led. Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.