



## **St. Matthew's Catholic Primary School**

### **Special Educational Needs Policy - 2017-18**

**19<sup>th</sup> September 2017**

#### **Overall Mission Statement**

I try to live like Jesus: I love, I forgive, I pray. Come follow me.

#### **Responsible Persons**

The 'responsible person' for SEN is Mrs K Cox (Head teacher)

The person co-ordinating the day to day provision of education for pupils with special educational needs is Mr A. Crowther (SENCO)

The named governor for SEN is Sister Maria.

#### **Aims**

1. To encourage and recognise achievement.
2. To develop self-confidence and promote positive attitudes.
3. To develop in each child a sense of self discipline, independence and responsibility.
4. To work in partnership with home, church community and the whole school along with outside agencies to the benefit of the child.
5. To identify individual needs at an early stage.
6. Tailor our teaching styles to the learning needs of the individual child.
7. To provide access to a broad and balanced curriculum for all children unless otherwise indicated by their statement of need.

## Objectives

1. To implement the reward system which values all achievement.
2. To ensure that all children receive Quality First Teaching with adequate differentiation where needed and to promote an inclusive learning environment.
3. To use verbal praise and encourage children through display and presentation of their achievements.
4. To work towards providing opportunities for pupils' decision making and responsible attitudes.
5. To involve parents both informally and formally in their child's education and other concerned persons through the SENCO.
6. To implement the assessment policy.
7. To implement 2002 SEN code of practise and the changes to the code from April 2015.
8. To identify and meet professional development needs through self-assessment and Performance Management.
9. To work towards whole school planning that ensures continuity, progression and access to a broad and balanced differentiated curriculum for all children.
10. To coordinate through a named person (Mrs K. Taylor)

## Guidelines:

### Definition

**A child** has *Special Educational Needs* if he/she has a *learning difficulty*, which calls for *special educational provision* to be made for him/her.

**A child** has a *learning difficulty*:

- (a) if he/she has a significantly greater difficulty in learning than the majority of children of the same age.
- (b) he/she has a disability, which prevents him/her making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision means educational provision, which is additional to or otherwise, differentiated from that which is made for children of the same age.

## **Admission arrangements and access to the school**

The school's admissions policy to be followed.

## **Parents**

Parents have a key role to play in their children's education. We will work closely with Parents and value their contribution. The LEA and Parent Partnership will offer advice and information to Parents and make arrangements to avoid and resolve disagreements. If child has an Education, Health and Care Plan, parents will be involved in the 'This is me' section and 'Aspirations'.

## **Pupils**

We uphold the right of pupils to have an opinion and voice it in respect of decisions about educational matters affecting them. Their views will be taken into account when IPMs are reviewed and new targets set. Through the new Education, Health and Care Plans, children will be involved in the writing of these in the 'This is me' section.

Process of identifying and recording needs.

## **The graduated response**

Steps to be taken, monitoring progress, from cause of concern to EHC Plan of SEN:

### **Raising a concern**

1. Ensure children are progressing. Respond to difficulties experienced at point of learning.
2. Child not responding, experiencing difficulties in learning or behaviour - seek advice from SEN Coordinator - try alternative strategies to resolve issues.
3. Children need to be plotted on the new Ranges of need - see Policy file or school website SEN Information Report.
4. Discuss success or otherwise of strategies and progress by child - speak to Parent/s - enlist their help in identifying change in learning patterns/behaviour - seek their support.

5. If Parents and Teachers agree that interventions distinct from school differentiated curriculum and strategies needed, this might then trigger outside agencies e.g. educational psychologists or learning difficulties team.

### **SEND Ranges 1 and 2**

Information to be collected from:

- Class teacher
- SEN Coordinator
- Any Professional working with child in Health/Social Services, with Parents' agreement
- Parents

Carry out:

- Any further assessment needed.
- Plan future support with Class Teacher
- Monitor and Review any actions taken

Class teacher can;

- Plan and deliver individual programme
- Work with child on daily basis

SEN Coordinator/Teacher can:

- Consult with Parents about plan
- Inform Parents about progress

Ranges 3 upwards might include:

- Different learning materials
- Special equipment
- Individual or group support
- Staff development or training in alternative strategies
- Adult time to plan intervention and/or monitor progress
- Occasional advice from LEA support team

Individual Provision Maps (IPMs) should be kept:

- 3 -4 short term targets
- Strategies
- Provision - split into wave 1, 2 and 3.
- Review date (at least termly or as required)
- Success criteria and outcomes of reviews
- Record details additional and different from differentiated plans for the class
- Will be discussed with Parents/Child as drawn up and at Review.

### **Ranges 3 upwards**

With outside agencies review intervention implemented. Those involved could include:

- Class Teacher
- Education Psychologist
- Learning Difficulties Teacher
- Health/Social Services professionals
- English/Maths Coordinators

They can consider:

- Strategies tried
- Targets set
- Progress made

New IPM

- New targets
- New strategies
- Specialist assessments - Ed. Psych
- Agreement from Parents before doing so
- Other practical details as in Ranges 1, 2 and 3
- Record what further advice is sought, what will happen in terms of interventions, while advice is being gathered.
- Responsibility of Class Teacher to carry out interventions set out in IPM.
- These should in most part be carried out in the classroom.

- Parents and Child should be involved in any discussions.

If strategies deployed at Range 3 do not result in improvement in learning/behaviour then an EHCP could be sought

### Education, Health and Care Plans

No changes here for SEN Coordinator. School presents documentary evidence, showing strategies and interventions. Evidence from assessments made by other Professionals should be submitted. Section 5.64 of the Code lists specific information required. Section 7.38 and 7.54 give indication as to the type of evidence that will usefully support application for Statutory Assessment. This evidence is crucial to the process and the reason why good record keeping is important from the very earliest of raising a concern.

- During this assessment period, support is as described in the Ranges of Need for specific area.
- In exceptional circumstances referral may occur as soon as a diagnostic or medical assessment has been carried out. Can be done if school considers it cannot meet child's needs or that immediate specialist intervention is required.

### EHCP

13. The Governors are legally responsible for ensuring that funding provided through the EHCP is used for the Named Child.
14. EHCP made and accepted:
  - Ensure child's records are maintained.
  - Ensure Teachers monitor and review child's progress on a regular basis.
  - Ensure that school's usual pastoral and curriculum monitoring processes are used.
  - IPM's are in place and acted upon.
  - Any change in child's needs should trigger review meeting at earliest opportunity.

### Coordination, Assessment and Provision, Roles and Responsibilities

#### SEN coordinator (SENCO) will:

- Enable all class teachers to become familiar with the SEN policy and their responsibilities

- The initial contact for issues related to SEN
- Act as consultant for staff on SEN issues
- Have regular meetings with all staff working with children causing concern
- Arrange meetings with parents and relevant staff
- Arrange meetings with parents and outside agencies in collaboration with the class teacher
- Consult with staff regarding review of EHCPs
- Act in a consultative role in drawing up and reviewing IPM's
- Maintain central records of pupils with special educational needs
- Inform relevant staff of content of statements and related IPM's
- Organise and attend reviews and case conferences as necessary
- Monitor the effectiveness of monitoring and implementing the stages of provision
- Keep SMT informed of relevant issues
- Involved in the appointment of SEN staff
- Be involved in time-tabling SEN staff
- *Observe* for the purposes of assessment where appropriate and feasible
- Organise resources for the implementation of support
- Liaise with teachers delivering SAT's in relation to pupils with SEN

### **Working with other agencies**

#### **SEN Coordinator responsible for:**

- Auditing skills available among Staff
- Identifying areas where help and expertise needed from outside agencies
- Coordinating provision for each child, including any decisions that need to be made about this.
- Using specialist advice at appropriate times, including early identification before children reach Range 3 or more.
- Liaise with relevant services (With consent of Parent):

Health  
 Child and Adolescent Mental Health Services  
 Social Services  
 Learning Difficulties Team  
 Educational Psychology Team

#### **Specialist services can be used for:**

Preventative intervention, management techniques, materials and strategies  
 Consultancy

Staff training  
Support for curriculum development  
Direct teaching  
Practical support for Class Teacher  
Clarifying problems  
Specialist assessments  
Home and School visits

**Class Teacher will:**

- Be aware of and implement the school's SEN policy
- Identify the learning needs of pupils
- Keep themselves informed of the content of IPM's and EHCPs and act upon same
- Provide medium and short term differentiated curriculum planning to address identified learning needs.
- Provide relevant resources to support access to the curriculum
- Consult with parents/guardians of children causing concern
- Produce action for targets for children causing concern
- Keep the SENCO informed about children causing concern
- Share lesson planning including teaching strategies and resources to be used with support staff and classroom assistants prior to the beginning of a lesson
- Ensure that relevant and appropriate planning is available to follow in the case of supply teachers taking a lesson.
- Involve support staff in monitoring and evaluation of pupil's progress.
- Liaise and cooperate with the SENCO.
- Consult with subject coordinators for advice on teaching strategies when appropriate.

**The Teaching Assistants will;**

- Work under the direction of the teacher
- Keep themselves informed of IPMs for pupils with whom they work and act upon same
- Become familiar with strategies and resources to be used prior to lesson
- Support the teacher in addressing learning needs by applying agreed teaching strategies
- Keep records and share information with the teacher about pupil's progress in meeting targets or learning objectives set by the teacher.
- Work with the teacher in the production of IPM's

- Collaborate the review and updating of IPM's
- Under the direction of the teacher produce resources as appropriate
- Maintain confidentiality

**The lunchtime supervisors will;**

- Implement the school discipline policy.
- Collaborate with the support assistants, SENCO and Class Teacher as appropriate.

**The Voluntary Helper including parents will:**

- Work under the direction of the teacher.
- Observe confidentiality.

**The Headteacher will;**

- Observe periodically the teaching and learning experiences offered to pupils.
- Monitor and review the effectiveness of the school's policies e.g. discipline policy and rewards system.
- Identify SEN professional development needs through Performance Management process.

**The SEN Governor will:**

- Keep themselves informed of SEN issues.
- Be represented in appointments of SEN staff.
- Keep the governing body informed of SEN provision and developments.
- Be proactive in obtaining the best SEN resources and provision.
- Be aware of the review and formation of SEN policies.

**Parental involvement and complaints procedure**

See school prospectus. If the class teacher is the initial contact person for a parent expressing a concern the class teacher should use their professional judgement in dealing with the concern. This may include supporting the parent in making an appointment to discuss the issues with the SENCO/Headteacher. If

the child is already being monitored through the SEN graduated response process, the concern should be noted on the child's records along with the teacher's action.

SEN Professional Development - See Performance Management policy and the use of self-assessment on an annual basis.

All staff will have equal access to professional development.

As part of ongoing staff development and training, the needs of individual children may be used as a focus.

A range of external agencies are used for consultative purposes e. g. education psychologists, learning support service, educational welfare, health service, special schools.

SENCO is the contact person to liaise with outside agencies.

## **Physical**

All children including children with SEN have opportunity to use the resources within the school through teachers planning for access to the curriculum. Should extra resources be needed to cater for individual children e.g. specialist ICT programme and equipment, etc. the SENCO or subject specialist will be consulted to assess availability and negotiate their use according to circumstances.

A range of ICT programmes are available to support access to the curriculum for most subjects. Staff should consult with the ICT coordinator as necessary.

Budget - When funding is allocated to the school e.g. audit of need money, the head and SENCO will decide how the money will be spent to best meet children's needs. The budget may pay for staff e.g. Teaching Assistants and or resources.

## **Access to a broad and balanced curriculum**

## **Grouping**

Pupils are normally taught in mixed ability classes alongside their peers. Pupils may be taught in small groups or as individuals outside their normal classroom on occasion. **Interventions should be in addition to QFT not instead of.**

## **Transfer arrangements and Liaison**

If a child received any level of SEN support, make sure that all documents concerning school interventions are transferred to receiving school.

Send

- IPM's
- Assessment details
- Background information
- EHCP

When pupils are transferred to other schools the SENCO will liaise with those schools. The secondary school staff visit the Primary school to discuss about children with SEN. The staff from the secondary school may come into school to work with pupils. The children visit the new secondary school prior to the end of term. Contact and liaison with special schools is undertaken by the SENCO. Contact with outside agencies is undertaken through the SENCO.

## **Evidence**

All evidence should be factual, dated and signed. It may be hand written or word processed.

It should include:

Academic achievements

- Foundation Stage Profile
- P Scales
- Learning Ladders progress
- Assessments
- Educational and from any other Professionals.

Health

- Medical history
- Motor control
- Language delays

- Memory

Visual/auditory discrimination difficulties

Social, emotional or behavioural development

- Records of problems in classroom/playground
- Difficulties with relationships, social interactions, concentration or inappropriate behaviours.

### **Evaluation of SEN policy**

The evaluation will be based on the objectives listed in the policy and relevant staff will monitor the effectiveness. Information will be shared with SMT as part of the school improvement planning process. The objectives in the policy will be used as the criteria for implementation. Concerns will be raised as part of the school improvement planning process.

Date agreed by *Governors*:

Signed:

*Governor*: