

Holy Family Catholic Primary School, New Springs

Mission Statement

We are a caring family, we pray, learn and grow together

Policy for Special Educational Needs and Disabilities

Holy Family aims to promote equal opportunities for all its children, whatever their gender, race, background or ability, to have access to a broad and balanced curriculum. Our Mission Statement commits us to encourage all members of our community staff and pupils alike, to achieve their full potential.

A child who has additional needs may:

- ✓ Have a significantly greater difficulty in learning than the majority of children of the same age
- ✓ Have a specific difficulty in learning due to dyslexia, dyspraxia, autism or aspergers
- ✓ Have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA
- ✓ Have a medical condition that needs staff to be aware of that may require additional provision being made in school
- ✓ Have particular abilities which are far above those expected of his or her age range

Objectives

- ✓ To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across school.
- ✓ To ensure that National Guidance to support G&T and EAL pupils is adhered to and forms part of whole school practice.
- ✓ To ensure quality of opportunity for, and to eliminate prejudice and discrimination against, children with 'special educational needs'.
- ✓ To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- ✓ To recognise that all children should feel valued for their individual contributions to school life thus encouraging them to feel positive about themselves and to develop their self-esteem.
- ✓ To recognise learning differences eg dyslexia, dyspraxia and support through an inclusive curriculum with appropriate and tailored provision
- ✓ To involve parents fully and with sensitivity at all stages of the assessment process where there is concern about the progress of an individual child
- ✓ To maintain adequate and meaningful records of pupils with SEND and to regularly review the child's needs
- ✓ To work collaboratively with professional outside agencies in conjunction with parents of children with additional needs
- ✓ To ensure that the SEND governor is kept fully informed by the SENDCO

Management of the SEN policy

The Governing Body and the Headteacher take overall responsibility for the school SEND policy. The named Governor is Mrs A Loftus.

The SEND co-ordinator, with responsibility for the day to day operation of the SEND duties is Mrs J Summerton, the Deputy Headteacher.

Co-ordinator responsibilities

The SENDCO is responsible for

- ✓ The day to day operation of the SEND policy
- ✓ Supporting class teachers in the early identification and assessment of needs
- ✓ Liaising with and advising colleagues in school
- ✓ Co-ordinating provision for the pupils with special /additional needs
- ✓ Maintaining the school records and monitoring the progress of identified children
- ✓ Liaising with parents/carers of pupils with SEND
- ✓ Allocation of resources to support needs
- ✓ Liaising with external agencies (support services, health and social services)

Identification and assessment within school

All children are continually assessed within their class work. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Continuous assessment within the teaching and learning environment allows for reviews of learning and adaptation of the learning environment and teaching methods where appropriate. Staff who recognise that a child is giving cause for concern beyond the normal classroom practice will share this information with the SENDCO. Once information is gathered parents will be informed and the child will be included on a monitoring list – S1

S1

1. Further assessment by the SENDCO
2. Parental involvement
3. Extra provision within school, this could be individual or group support
4. A pupil may require an individual education plan (IEP) to be completed by the class teacher and SENDCO containing targets
5. If an IEP is agreed to be necessary it will be reviewed half termly

Children who continue to cause concern following the introduction of an IEP and monitoring will move to S2

S2

1. Involvement of outside agencies
2. Written permission for this will be acquired by the SENDCO
3. Completion of the necessary forms
4. Specialised assessment
5. Review of the IEP to incorporate any external recommendations
6. Termly review

For children in the foundation stage these are known as Early Years S1 and Early Years S2. (EYS1 or EYS2).

Some children with specific difficulties will need a formal referral for an Education, Health Care Plan. This will be completed with parents.

Managing SEND support

All children are included in all aspects of the curriculum alongside their peer group, receiving additional support in the classroom. They may also be withdrawn individually or in a small group to address specific needs. Following assessments all children are given differentiated work within their own classroom as appropriate.

Record keeping

All class teachers have an additional needs class folder containing children's records and IEP's. The IEP will form the basis for termly reviews with the SENDCO and monitoring progress towards set targets and objectives. A copy of the IEP is sent to parents and parents are given the opportunity to discuss targets and progress with the class teacher termly. If further concerns are identified and additional support felt necessary then the Link Support Teacher from the LA will be involved. The level of provision is decided through the outcome of these conversations.

Parents

Close liaison with parents will be positively promoted. To support this parents are encouraged to visit school to discuss any concerns about a pupil's progress on an informal basis whenever the need arises.

The school offers two parents' evenings during the academic year and a full written report at the end of the school year.

Any complaint will be addressed firstly to the class teacher, the SENDCO, the Headteacher and finally the Governors. The formal policy of school complaints procedure is available to all parents on request.

Inclusion

All children have the right to a full range of curriculum opportunities, accessing the NC in a way that ensures progression. For children with learning, behaviour or physical difficulties this requires the school to develop strategies for meeting individual needs.

Children with SEND are taught alongside their peers. They are supported through small group and individual work as appropriate mainly within the classroom setting. Support staff seek to enable the child to participate as fully as possible in class activities. Groups or individuals are withdrawn for intensive work in a targeted area. When this occurs, careful consideration is given to timetabling to ensure that children do not miss out on any curriculum area.

Admission arrangements

Admission arrangements for SEND children are the same as for any other child. The school welcomes any pupil regardless of SEND and will endeavour to ensure that any particular support, needs and requirements, are in place on admission to enable the child to access the curriculum.

External agencies

The LA provide a comprehensive support service through a number of agencies – TESS, CAMHS link, behaviour support, health visitors, counselling services, speech therapists and social workers. The school also employ an attendance officer who supports school once every

half term. When appropriate the SENDCO, with parental consent, will involve the LA support services.

Evaluating the success of the policy

Our school aims to review and develop its policy and practice in relation to SEN in the light of experience and the outcomes of the evaluation. SEND issues are included on the school development plan and assessed accordingly. Indicators for measuring success in meeting the special needs of our children include:

- ✓ The school's identification and assessment procedures are followed and regular reviews are carried out by all staff.
- ✓ Parents are involved in the process of helping their child with their needs.
- ✓ Children receive a well resourced, broad and balanced curriculum, which is appropriately matched to the needs of the child.
- ✓ Progress for SEND children is monitored using IEP targets, baseline assessments, school tracking systems and KS assessments.
- ✓ The headteacher and SENDCO report regularly to the governing body on the progress of all children but with particular reference to children on the SEND register compared to those children that are not.
- ✓ The LA support services are consulted and liaised with appropriately and effectively
- ✓ The SEND register is maintained and updated termly and added to as required with consultation between class teachers and SENDCO.

Policy reviewed Summer 2019