

**St. John's Catholic Primary School**



**Special Educational Needs and**  
**Disability Policy**

*"I am the vine, you are the branches."*

## **Definitions of Special Educational Needs (SEN) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).**

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. 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 or mainstream post-16 institutions.

### **Special educational provision means:**

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **Local Authority Information – Shropshire**

For information relating to all special educational and disability needs across the county, information can be accessed via Shropshire's 'Local Offer'. This is a single access point for a wide range of services across the county including schools, clubs and activities. Parents and interested individuals can use it to search for SEND services that may be of use. It can be accessed via: <http://shropshire.gov.uk/local-offer/>

A member of the team can be contacted by email: [local.offer@shropshire.gov.uk](mailto:local.offer@shropshire.gov.uk)

## **1. Aims and Objectives**

### **Aims**

- We endeavour to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the four broad areas specified in the SEND Code of Practice; communication and interaction,

cognition and learning, social, emotional and mental health difficulties, sensory and physical difficulties.

- Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any area for development, and ensuring all contribute to the social and cultural activities of the school.

## **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to the curriculum. This will be co-ordinated by the SENDCO and class teacher and will be monitored and reviewed termly in order to ensure that targets are being met and pupils' needs are being catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and meeting regularly to discuss their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by school alone. Some of these services include; Learning Support Advisory Team, Educational Psychology Service, Speech and Language Therapy, Occupational Health, Emotional Health and Wellbeing team.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, mini vinnies, residential visits, school productions, sports teams and play leaders.

## **2. Management of SEND provision**

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014:
  1. Setting suitable challenges
  2. Responding to pupils' diverse learning needs and overcoming potential barriers for individuals and groups of pupils.

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

### **3. Co-ordination of SEND Provision:**

The SENDCO, (Special Educational Needs Co-ordinator) for our school is:  
Mrs E Devey

She can be contacted via email: [admin@sjrc.co.uk](mailto:admin@sjrc.co.uk) or phone 01746 762 061

The SENDCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND,
- managing learning support assistants,
- advising and supporting other practitioners in the school,
- contributing to the CPD of the staff,
- ensuring that appropriate pupil profiles are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies including the LA's and educational psychology services, health and social services, and voluntary bodies

Liaison is ensured by written and verbal communication. The duties of the role are shared accordingly.

All staff are responsible for children with SEND.

The SENCO instigates and co-ordinates formulating our policy. The draft is

evaluated and amended from the comments received from all the relevant parties involved.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA.

#### **4. The role of the governing body**

The governor with responsibility for SEND is:  
Mr E Beards

The governing body should:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy. They are kept up-to-date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEND provision is continually monitored, evaluated and reviewed.

#### **5. Admission arrangements**

Provision for pupils with SEND is a matter for the school as a whole.

We welcome all pupils to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care Plans and those without.

## **6. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support pupils with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

We have a resource base that is equipped with a variety of resources and several working areas where pupils are able to work in small groups (PAX room, Library and Intervention room).

The entrance is ramped and wheelchair users can access all classrooms and the toilet for the disabled.

## **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6000. For those with the most complex needs, additional funding is retained by the local authority. The school's SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, Head Teacher and Governors to agree how the allocation of resources is used.

## **8. Identification of pupils needs and identification**

See definition of Special Educational Needs at the start of the policy.

### ***A graduated approach: Quality First Teaching***

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

- Through the above points it can be determined which level of provision the pupil will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development to share information and knowledge with the school

## **SEN Support**

Where a teacher identifies a pupil who may have SEN, it may be necessary to target and record any interventions on a provision map. This sets out any arrangements that are additional to and different from the usual curriculum. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of these interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress,

development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Health Professionals
- Educational Psychologist

- Social Care

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information and support can be found at:  
<http://www.cabshropshire.org.uk/shropshire-ias/>

Shropshire IASS can be contacted Monday to Friday 10 am till 4pm on  
01743 280 019

## **9. Inclusion**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all pupils and systems for early identification of barriers to learning and participation.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

## **10. Evaluation procedures**

The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad aims and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of pupils identified and their progress, the levels of parent/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results and identify value added data for pupils with SEND.

## **11. Procedures for concern**

We endeavour to do our best for all pupils but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCO, head teacher or the SEND governor and a response will be made as soon as possible.

## **12. In service training (CPD)**

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND

The SENDCO attends relevant SEND courses, LA network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

## **13. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the pupil's parents.

## **14. Partnership with parents**

St. John's Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of pupils with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Shropshire Information and Advice Service for SEND (IASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up-to-date and consulted on any points of action drawn up in regards to the provision for their child.

We respect the differing needs of parents/carers such as disability or communication and linguistic barriers.

## **15. Pupil participation**

Pupils, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into

account in any matters affecting them. The views of the pupils in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their pupil profiles, discussing their choices, assessment of needs and in the review procedures.

## **16. Transfer arrangements**

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

February 2019

This policy will be reviewed every two years.