

ST AMBROSE BARLOW CATHOLIC PRIMARY SCHOOL



Special Educational Needs Policy

Revised and/or adopted by the Governing Body 11th March 2019

St Ambrose Barlow Catholic Primary School

Special Educational Needs Policy

The Special Educational Needs (SEN) aims of the school:

- to ensure that all students have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the individual's needs and ability
- to ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- to ensure that SEN pupils take as full a part as possible in all school activities
- to ensure that parents/carers of SEN pupils are kept fully informed of their pupil's attainment and progress.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCO's)

Definition of Special Educational Needs

A pupil has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A pupil has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age
- has a disability which prevents or hinders the pupil from making use of educational facilities of a kind provided for pupils of the same age in other schools within the Local Authority (LA).

Categories of Special Education Need

The Special Educational Needs Code of practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

All teachers are responsible for identifying students with SEN and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage.

Assessment is the process by which students with SEN can be identified.

Whether or not a student is making expected progress, is seen as a significant factor in considering the need for SEN provision.

The Role of the Special Educational Needs Coordinator (SENCo)

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for pupils with special educational needs
- liaising with and advising teachers
- managing Teaching Assistants
- overseeing the records of all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA support and educational psychology services, health and social services, and voluntary bodies
- attending appropriate training to support the role, to disseminate to staff and to use the School Development Plan to implement new developments
- work closely with the nominated Special Needs Governor
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- ensuring that provision of a high standard is made for SEN pupils
- ensuring that SEN pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing SEN policy.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The Assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Admission Arrangements

Pupils with SEN are considered for admission to the school on exactly the same basis as for pupils without SEN.

Stages of SEN

The Code of Practice suggests a graduated intervention response.

School Action and **School Action Plus** are school-based interventions offering increasing, targeted support. School Action Plus continues during **Statutory Assessment**, if that is deemed to be necessary.

If deemed necessary as a result of a full Statutory Assessment, the LA may decide to provide a **Statement of Special Educational Needs**.

School Action

When concerns about a pupil are first identified, the class teacher will discuss them with the pupil's parents. If differentiated activities and additional support fail to help the pupil to make adequate progress, then a pupil will be put on the SEN Register at School Action level, following discussion and agreement amongst the parents, class teacher and SENCo.

Targets will be set and interventions and support will be recorded on a provision map.

School Action Plus

If a pupil still fails to make 'expected progress' at School Action, this is the trigger for School Action Plus. An Individual Education Plan (IEP) lists approximately three SMART targets, i.e. specific, measurable, achievable, realistic and time-limited for which the strategies and resources to achieve them will be listed. The pupil and parent will be invited to share and contribute to the new IEP and review the old one at half termly meetings. A copy will be sent home to parent/carers. School Action Plus involves advice or support from outside agencies.

Statutory Assessment

The special needs of the great majority of pupils should be met effectively within the school through School Action and School Action Plus support. However, if the pupil's needs are more severe or they continue to make inadequate progress it may be necessary to refer the pupil for a Statutory Assessment. The parent, school or outside agency can make this referral. The school needs to show that despite interventions the pupil is still not making expected progress and will provide evidence, including IEP and external professional reports.

Statement of Special Educational Needs

When the reports prepared by the school, parents or other professionals have been evaluated for the Statutory Assessment; the LA may decide to make a Statement of Special Educational Needs. This entitles the pupil to additional funding, beyond the school budget, to meet their specific special needs, for example, the funding may pay for a Teaching Assistant or additional resources. A Statement of Special Educational Needs must be reviewed annually.

In April 2013 the government made changes to the way that funding is provided to schools for SEN pupils. It is required that mainstream schools are to put in place support for all children with SEN and to contribute the first £6,000 towards the cost of a child's statement of special educational needs. Where the cost of additional support identified in a statement is more than £6,000, the local authority will provide funding from their high needs block, essentially called 'top up' funding. The level of need is agreed by the LA and SEN panel and funding is provided to the school for that pupil.

Curriculum Access

School has adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, through teacher planning and schemes of work, fully integrated into classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.