

ST AMBROSE BARLOW CATHOLIC PRIMARY SCHOOL



Special Educational Needs Policy

Revised and/or adopted by the Governing Body December 2019

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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.

Graduated Approach to SEN Support

It is the responsibility of every teacher to closely monitor the progress of every child with the class. By close daily contact the teacher is in a prime position to identify children experiencing difficulties. This may be found through observation, assessment or testing procedures including:

- Standardisation tests/ teacher assessments
- National curriculum levels/age related expectations
- Reports/observation on the child in school settings including behaviour logs if appropriate.
- Notes from meeting with parents/carers and any medical/health care assessments.

At any time during the school year, class teachers can discuss a concern with the SENCo. The SENCo, Headteacher and Class Teacher liaise regarding intervention for the child, following this, a decision is made as to whether to monitor the child for another term or place the child on the SEN Register (SEN Support) if the pupil requires help over and above that which is available in class.

If a child is placed on the school SEN Register or being monitored SMART (Specific, Measureable, Achievable, Realistic and Time bound) targets are set on an individual or group provision map (IEP's) and parents are invited to come in to discuss this with the class teacher and, where necessary, the SENCo. If there are still concerns and progress is limited, external assessments and advice are sought.

If after three terms of additional external support and advice, the school or parents are still concerned about a child's progress/attainment/needs, it may be appropriate to apply for EHCP – A formal assessment is completed and a request for an Educational Health and Care Plan is made (Formal Statement)

This is then reviewed annually and the advice and support outlined is discussed with the child, parents and teachers.

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.