

Special Education Needs Policy



Approved, Chair of Governors

Approved Date: April 2016

Review Date: April 2017

SS Peter & Paul Catholic Primary School

Special Educational Needs Policy.

Initial Statement

We at **SS Peter & Paul Catholic Primary School** are committed to meeting the special educational needs of pupils and ensuring that they make progress.

Mission Statement

Jesus Christ said, "Your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matt.5:16)

We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny.

SS. Peter & Paul Catholic Primary School provides a welcoming, safe, secure and Christian environment for its children and staff, both teaching and non-teaching. Based upon Christian principles, and our Catholic faith, we aim to develop each and every child to their fullest possible potential.

The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to bring these closer together.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- 1) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.**

Over the next twelve months our **pupil related target(s)** in this area are:

- a) **To ensure that pupils are involved in the reviews of their IEPs/provision maps.**

- 2) **Ensure good working relationships with parents, carers and the community.**

Over the next twelve months our **parent related target(s)** are:

- a) **review the letters which are sent to parents**
- b) **set up a parents' workshop and meetings**
- c) **review induction procedures to ensure that new parents are confident to share special educational needs information about their children.**

- 3) **Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.**

Over the next twelve months our **curriculum related target(s)** are:-

- a) **Review existing IEP/provision map format so that it complements the teacher's classroom planning.**
- b) **As part of the whole school monitoring and evaluation consider effectiveness of the curriculum offered to pupils with special educational needs.**

- 4) **Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.**

Over the next twelve months our **assessment target(s)** are:

- a) **Discuss the way pupils are identified for inclusion on the register.**
- b) **Discuss how Letters & Sounds, SATs and regular assessments can be used to monitor pupil progress and set improvement targets.**

- 5) **Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.**

Over the next twelve months our **staff related** target(s) would be: -

- a) **Brief all staff on the changes to the SEN Code of Practice and changes in statutory requirements.**
- b) **SSAs to record their work with individual and groups of pupils as well as to contribute to IEP provision map reviews.**

- 6) **Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils**

Over the next twelve months our **liaison target(s)** are:

- a) **Improve written and/or oral communication between outside agencies and the class teacher.**
- b) **Match needs of pupils at action plus and with statements to the appropriate outside agency.**

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

At **SS Peter & Paul Catholic Primary School** this role is undertaken by **Mark Pickering** who will meet regularly with the Head and SENCO **Carolyn McDonald**.

(For roles of governing body CoP Section 1:16 - 22, 1:39.)

The Head is the school's "responsible person" and manages the school's special educational need's work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. She will co-ordinate provision at school action, action plus and for statemented pupils.

(See CoP Section 5:30, 6:32)

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

Admissions

Pupils with special educational needs will be admitted to **SS Peter & Paul Catholic Primary School** in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or early years action plus.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

To ensure access for pupils or parents with disabilities the school has 3 Disabled Toilets and a ramp to the main entrance and the School has an Accessibility Plan.

Resources

The governors will ensure that the needs of pupils are met by employing a SENCO. The Head and SENCO will use the child's statement and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example, the school will use the Standards Fund for:

- SSA and SENCO Training
- Resourcing

Identification, Assessment, Reviews.

On Entry

When children are first admitted to the school we receive reports from Early Years providers and outside agencies.

Teacher Referral

If a teacher has a concern about a child they speak to SENCO and record concerns. Child may then be placed at School Action or School Action +. Parents must complete a referral form, indicating their agreement with involvement of outside agencies.

Curriculum and assessment monitoring

The curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will discuss this with the class teachers.

How a child is placed on Early Years Action or School Action

If a child's performance is below the average for the cohort and they fail to make adequate progress over two terms the school will look at the differentiated work planned and implemented and assess what the next steps will be. They will be monitored regularly and parents will be kept informed at all stages.

The school defines adequate progress in Key Stage 1 as one sub-level per school year but in key stage 2 as two sub-levels within one year.

From September 2007, pupils are expected to achieve 2 levels of progress from KS1 to KS2, regardless of ability.

Movement between stages

If a pupil fails to make adequate progress despite the additional support which the school gives over the period of one school year and IEPs/provision maps at school action then outside advice will be sought on how to best meet the needs of that child after assessment .

IEP reviews (timescales)

IEPs/provision maps will be reviewed regularly and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP/provision map will be sent home and the parent's views will be welcomed. At school action the school will review IEPs/provision maps every term but in school action plus this may be every half term.

Statement Reviews

If a child has a statement of special educational needs the school will regularly review progress, inform parents and plan, arrange and submit the documentation for annual reviews.

Curriculum

This includes the following:

- Access to Literacy/Numeracy/ICT
- Teacher planning- appropriate differentiation/inclusion
- Differentiation
- Disapplication
- Withdrawal
- IEPs/provision maps in relation to curriculum
- Resources

Access to the full life of the School.

All pupils will have access to:

- Homework
- Trips
- Clubs
- Swimming
- Assembly
- Plays/productions
- Sport

Provision will be made using extra teaching support or resources for physical difficulties.

Success Criteria

We should also consider:

Quantitative Judgements	Qualitative Judgements
◆ movement around school action and action plus - and from the record	◆ staff views ◆ parental views (ask them if they

- ◆ assessment co-ordinator
- ◆ monitoring of progress
- ◆ curriculum/SATS etc
- ◆ attitudes scales
- ◆ IEP targets met
- ◆ Complaints
- ◆ etc

- are satisfied at review meetings or parent's meeting and keep a note of their responses)
- ◆ pupil views - especially with the emphasis on pupil participation (happy/confident?)
- ◆ adviser view - monitoring visits
- ◆ **Area Office/EPS**

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will discuss the problem with the headteacher who will then arrange a meeting with the parents concerned .

If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor **Mark Pickering**. The Chair of Governors, **David Hill**, will be involved after other avenues to resolve the situation have been exhausted.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The literacy and Numeracy co-ordinators will report to SENCO on provision within their areas for pupils with SEN.

The Assessment co-ordinator will track progress of pupils at School Action and School Action + and this will inform planning for their future needs.

Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attendance on courses or dissemination by members of staff who have attended courses of relevance and interest to others .

Outside Agencies Including Health Services

(Combining pt 14 & 17 in the Regulations)

- Education - LEIS/EPS/adviser
- Health - nurse, doctor, Occupational Therapist, Speech and Language Therapist , Physiotherapist, Psychiatrist
- EWO
- Social Services
- Parent Partnership
- EMA, Traveller, etc.
- ELAC

Parents.

Parents are asked to attend meetings with the LSAT concerning their child's progress.

Other opportunities for links:

- ◆ welcome and induction of new pupils
- ◆ parents are kept informed e.g. IEPs/parents evenings, reviews
- ◆ parents views elicited through response to meetings and reports
- ◆ Governor's Report to Parents
- ◆ Parent Partnership
- ◆ Homework

Links

- Continuity and progression of curriculum provision,
- Transfer arrangements and reviews,
- Resources,
- Shared expertise,
- Joint Initiatives.