



Love, Learn, Respect and Appreciate

Special Educational Needs and Disability Policy

Produced	Adopted by Governors	Last updated/reviewed	Next review
2015	March 2015	November 2019	November 2020

St Oswald's Catholic Primary School
Special Educational Needs & Disability Policy

1.0 AIM

1.1 To enhance learning for all children with Special Educational Needs (SEND).

2.0 DEFINITION of SEND:

2.1 A child has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2.2 A child of compulsory school age has a learning difficulty or disability if he or she:

- i) has a significantly greater difficulty in learning than the majority of children of the same age.
- ii) has a disability which prevent or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in school.

2.3 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 of the same age in school.

(DfE & COP SEND April 2014 p4)

2.4 Factors impeding progress may be caused by physical, sensory, mental, emotional, social, behavioural or communication difficulties or a combination of all of these.

2.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

2.6 Children with SEN exist in every age group and, according to the Warnock Report, an average of 20% of pupils will have SEN, with perhaps 2% of these requiring Statutory Assessment by the Local Authority (LA) and the implementation of a Statement of SEN/ EHC plan.

3.0 INTRODUCTION

- 3.1 At St. Oswald's we recognise that a number of pupils may have special educational needs or disability (SEND) which may be long or short term and may arise from general learning difficulties and disabilities or temporary or permanent physical, mental, emotional, social or medical impairments or conditions .
- 3.2 The draft SEND Code of Practice (April 2014) replaces the SEN Code of Practice (2001) and with the Children's and Families Act (2014) which came into force on 1st September 2014 gives guidance to the Local Authority and school Governing Body in order that they may fulfil their responsibilities for SEND.
- 3.3 The SEND Code of Practice (SEN CoP) 2014 retains much of the guidance from the original SEN CoP 1994 and the subsequent SEN CoP 2001 and takes account of developments in education since 1994, the rights and duties introduced by the SEN and Disabilities Act 2001 and the Equality Act 2010. It also takes further steps to reflect the changes introduced by the Children & Families Act 2014.
- 3.4 Within the SEND policy, the school must have regard to every aspect of the Code and it is, therefore, the responsibility of all staff to implement this policy.
- 3.5 Children's needs must be identified and assessed at an early stage and as quickly as possible.
- 3.6 Strategies must be identified and put in place to deal with them.
- 3.7 High quality teaching that is differentiated and personalised will meet the needs of most children however some children will need educational provision that is additional to or different from this.
Provision for children with SEND must be made in partnership with the child, the parents (or those with parental responsibility) and all involved teachers and where appropriate reasonable adjustments **must** be made to remove barriers for learning .

3.8 All teachers are teachers of children with special educational needs . Teaching such children is a whole school responsibility with individual class teachers being responsible for the progress and provision for the children in their class.

3.9 Parents and children are involved in partnership with the school and where appropriate the LA in developing and implementing a joint learning approach at home and in school and decisions about provision are informed by the insights of parents and children with SEN. Children with SEN often have a unique knowledge of their own needs and, as far as possible, their own views will be taken into account in all the decision-making processes.

4.0 IDENTIFICATION, ASSESSMENT and PROVISION

4.1 Support for children with SEN will be via fair, equitable, clearly understood criteria, usually in the child's mainstream school, with possible support from outside agencies.

4.2 The SEND Code of Practice 2014 provides a framework to assist teachers in the identification, assessment and management of children with SEN.

4.3 To cater for the differing needs of a child with SEN effective learning strategies will need to be devised. For some children differentiated work in class may address and resolve a problem but, for others, liaison with the Special Education Needs Co-ordinator (SENCO), the Headteacher or outside agencies may be necessary. The need is for effective collaboration and teamwork ensuring continuity.

4.4 Observation and assessment need to identify clear objectives which can be set in the form of teacher devised individual or group targets with appropriate interventions to help meet those targets. If further intervention and support is necessary then advice and support can be sought from the SENCO or outside agencies. Appropriate experiences and strategies can, therefore, be devised for each child and reviewed as, and when, necessary.

5.0 MONITORING PROGRESS

5.1 The work in every Primary school class is a continuous cycle of, 'Assess, plan, do and review' which takes account of the wide range of abilities, aptitudes and interests of the children . Teachers employ a variety of approaches and make provision for increased curriculum differentiation in order to maximise the achievement of all pupils.

5.2 Whilst within the new Code of Practice 2014 there are two levels of support 'SEN Support' and 'EHC Plans'. We will continue to also use a graduated approach with the following approaches to monitoring pupils progress and provision

6.0 SEN Support

6.1 Initial Identification (formerly this would have been within the Early Years/School Action stage)

a) All children have individual targets within normal Wave 1 high quality teaching, strategies and appropriate differentiated work. The majority of children will learn and progress within these arrangements but for those children whose progress continues to cause concern an additional action needs to be taken.

b) When observations or assessments indicate areas of increasing concern to teachers they are alerted to the fact that some of the children causing these concerns may have SEND. An Initial Identification Form is completed, concerns are discussed with parents and the child is placed on the SEND Register.

c) Consideration for extra support is given to those children who:-

- Make little or no progress even when teaching approaches and a differentiated curriculum have targeted a child's identified difficulties.
- Show signs of difficulty in developing specific literacy or numeracy skills.
- Present persistent emotional or behavioural difficulties not managed by the school's usual behaviour management techniques.
- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.

- Have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
- Have English as a second language (EAL) and may, therefore, experience difficulties accessing the curriculum.

d) **A flexible identification process is used but attention is given to those children performing at least 1 year below expectations for their age group in line with new National Curriculum expectations .**

e) Specific difficulties are identified and a Pupil passport is drawn up to show the range of extra provision made for an individual. These are reviewed fully every term with Parents. Generally three Pupil Passports are written in a Year and changes are constantly made, to reflect the needs of all children. A Pupil passport reflects the (Assess, Plan, do and review cycle) adopted by all teachers. It is teachers responsibility to write Pupil passports for the children in their class overseen by the SENCO and SLT.

f) Work is undertaken in class or on a withdrawal basis, in groups or individually, usually involving the Teaching Assistants. The Costed Provision Map shows ongoing short-term targets set for or with each child in every class and includes;- teaching strategies to be used, provision to be provided, success criteria, a review date and the outcomes [to be recorded when the Provision Map is reviewed].

g) B Squared Profiles are completed for any child causing extremely serious concerns in order for development and progress to be very carefully monitored.

h) A few children with Behavioural difficulties may require a more Individual Pastoral Plan ,which will clearly identify very specific targets and outcomes.

6.2 Outside Agency Involvement

a) If, after a reasonable amount of additional support, it is felt there are serious difficulties and the child is continuing to make little or no progress then extra intervention from an outside agency is sought.

- b) Direct support from the Inclusion Team (Teacher for Learning or the Educational Psychologist) is available, usually from the Teacher or Psychologist designated for the school. There is a termly planning meeting with the SENCO at which priorities must be negotiated. The Inclusion Teacher for Learning will now only consider referrals for children operating, at least, 3 sub-levels below age expectations. The teacher will usually assess and advise on appropriate targets and interventions and arrangements can be made to discuss the extra involvement with parents.
- c) As support from the Inclusion Team is very limited, involvement of a private external team, Pyramid Education Support Ltd, has been purchased by school to also complete assessments and give advice.
- d) Medical information may also be sought at this time, usually through the involvement of the School Health Advisor.
- e) At further School Action Plus reviews it is decided if any further outside involvement is required eg. an Educational Psychologist may then be requested to make a fuller assessment of the child's needs. Following School Action Plus intervention and appropriate support, a request may be made to the LA for Statutory Assessment.

6.3 Statutory Assessment and EHC Plans/Statements of SEN

- a) Referral is made by school to the Statutory Assessment Advisory Group (STAG), providing all evidence of significant cause for concerns and clear documentation detailing the action taken to deal with these concerns. Whilst the need for Statutory Assessment is considered the child continues to be supported through School Action Plus interventions.
- b) Statutory Assessment**
If the need for Statutory Assessment is agreed a multi-disciplinary assessment is made and the LA requests information and reports from all involved parties.
- c) The LA considers the child's needs and may then make an **EHC Plan**. Monitoring and review procedures are also decided. This under the new 2014 CoP will involve multiple agencies working together with parents /guardians and pupils.

d) After formal assessment involving parents, school,, the Educational Psychologist and any other external agencies involved with the child a EHC Plan is issued describing the particular learning or behaviour difficulties a pupil may have and setting out arrangements to meet those needs.

e)The EHC Plan / Statement of Special Educational Needs/ is reviewed annually and copies sent to both school and home. This is a legal contract between the Local Authority and the parents. The former is responsible for ensuring that arrangements have been made in accordance with the Plan/ Statement and may request evidence from a school to show how the Plan /Statement is being supported.

f)The LA provides a **Parent Partnership Service** which can be contacted by any parent of a child with SEN. The Service will give advice over any SEN concerns but is, particularly, helpful in offering support to help guide parents through the Statutory Assessment process. The Service can be contacted through the Education Department, New Town House, Buttermarket Street, Warrington WA1 2NJ. Tel. 07.0 **SPECIAL EDUCATIONAL NEEDS**

RESOURCES

7.1 Human Resources.

a) The Special Educational Needs Co-ordinator (SENCO) is Mrs. G Furness who is employed as a teacher for four days a week.

b) It is the job of the SENCO to manage and co-ordinate SEN provision throughout the school, working closely with staff, parents and carers, and external agencies.

Provision Maps for each year group are completed and evaluated at regular intervals (10/12 weeks).

c)Records will be kept by the SENCO of all steps taken to meet the needs of each individual child and available if requested by parents or the LA.

- d) A number of Teaching Assistants are also employed throughout the School to give extra support to pupils.
A number are employed to give specific support to Statemented/EHC Plan children while others support children across the school both in the classroom and in small target groups.

7.2 Material Resources.

7.1 Resources for SEN are mainly stored centrally in the area of the small group room and each member of staff is provided with a full catalogue of resources available. There are a small number of SEN resources stored within each classroom.

7.2 Additional resources are bought each year to meet children's needs. Resources are annually reviewed and increased where appropriate.

8.0 GUIDELINES FOR SEN PROCEDURES IN SCHOOL

- 8.1 When a child becomes a concern the class teacher consults the SENCO & parents and the if it is appropriate an Initial Identification Form is completed. The child will be placed on the SEN register under **SEN Support**
- 8.2 A letter is sent to parents informing them of these initial steps along with a copy of the School's SEND Policy. Parents co-operation and signature is obtained if possible.
- 8.4 The child is likely to already be included in some target groups but a pupil passport is written and the provision map is now reviewed to consider if the child requires any additional interventions.
- 8.5 Some additional direct teaching, either individually or in a target group, will follow, usually supported by a Teaching Assistant.
- 8.6 Progress is reviewed regularly and changes to individual support or target groups made. The Provision Map is reviewed fully each term.

8.7 If unsatisfactory progress is made, after a reasonable amount of additional support, a request may be made for outside intervention eg. from the Learning Support Teacher in the Area Inclusion Team or from Pyramid Education Support Ltd. A letter is sent to parents for their written consent. All outside agencies will usually write reports and discuss their assessments with parents.

Medical Information may also be sought at this time.

8.8 The need for additional support, in the form of a Wave 3 programme, should also now be considered.

8.9 If concern still continues and further intervention is felt necessary the child

will be referred to the Educational Psychologist. Permission from the parents is again sought.

8.10 When the Educational Psychologist is due to see the child in school parents are invited to attend. The Educational Psychologist will make recommendations to help support the child in school, monitor the child's progress over a period of time, or recommend requesting the LA to consider Statutory Assessment.

8.11 If good progress is made consideration is given to removing the involvement of outside agencies. The child no-longer receives support/intervention from an outside agency but parents are informed that additional school support will continue.

8.12 If progress is considered satisfactory and the child no-longer requires any extra 'attention' he/she can be removed from the SEN Register, with parents again informed of this decision.

8.13 The Process is restarted if further concerns arise.

G Furness May 2019

POLICY REVIEW DATE : May 2020