

St. Anthony's Catholic Primary School



Special Educational Needs Policy

Policy updated and passed by
Governors – September 2017

_____ COG

_____ Head

Policy review- September 2018

Mission Statement

Within the Catholic setting of our school, we at St Anthony's are working to prepare the children in our care to take their places in a multi-cultural society, developing in them a sense of peace, justice and respect.

Aims and Objectives

At St Anthony's we derive our Special Educational Needs policy from our Mission Statement. We wish to create an atmosphere that reflects the teaching of Christ, laying down the foundation for a living faith in accordance with our Catholic tradition. We wish to create a safe, secure environment in which every individual is treated with understanding and respect.

Definition of Special Educational Needs

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

SEN Code of Practice 2014

SEN CODE OF PRACTICE, 2014

Children should not be identified as having SEN if they are below expected levels or failing to make expected progress and this can be explained by staff absence or poor quality teaching.

Aims of the SEN provision

At St Anthony's we aim to enable pupils with special educational needs to fulfil their potential through being fully integrated members of the school community. At a time of growing demand for positive action, higher expectations and increased accountability, schools must make the most of finite resources, distribute them equitably and ensure they are used effectively. Interventions should foster respect for human dignity, empower the individuals concerned and demonstrate a clear rejection of the deficit model of special needs provision. Provision made should support the 5 outcomes of the Every Child Matters agenda.

Objectives of the SEN policy.

The objectives of our policy are to:

- Support pupils' needs without making them feel different from their peers.
- Organise activities and structure support so that all pupils are included in the life of the school.
- Seek the opinions of the pupil when reviewing their needs and setting IEP targets.
- Inform and work closely with parents and consult their opinions when reviewing their needs.

- Continually develop provision for pupils by staff INSET and individual specialist training and sharing of information on pupil needs.
- Meet the requirements of the Education Act (1996), the Disability Rights Commission Act (1999), the Special Educational Needs Code of Practice (2014), the Disability Discrimination Act (2001/2005), the Special Educational Needs and Disability Act (2001) and the equalities Act (2010).
- To raise the achievement and accelerate progress of pupils with Special Educational Needs.

With regards to these aims and objectives, the following document outlines the provision the school intends to implement and this provision will be reviewed annually.

Staffing

Head Teacher – Mrs T Davis

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher will inform the School Committee.

Special Educational Needs Coordinator – Mrs T Davis

The SENCo has the responsibility of the day to day implementation of the SEN policy. The SENCo will;-

- Liaise with and advise fellow teachers
- Liaise with and direct the team of learning support assistants who support pupils with SEN
- Co-ordinate provision for pupils with special educational needs
- Oversee the records on all pupils with special educational needs
- Liaise with parents of pupils with special educational needs
- Contribute to the in-service training of staff

Governors – Link Governor K Murror

The Governing Body should, in co-operation with the Head Teacher, determine the school's general policy and approach to the provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEN Link Governor will report to the full Governing Body on SEN issues.

LA Staff/External Professionals

Multi-agency staff work closely with the school to ensure the needs of pupils are met. They collaborate with the SENCo and other key staff in strategic planning twice a year. They provide preventative support as well as engaging in case work and providing advice to staff.

Educational Psychologist - Rob Hart (EP) and Emily Williamson (Assistant EP)

Statementing Officer - Jane Tustin/Michelle McMannus

MAST Manager - Karen Woodfield

Educational Welfare Officer- Breda Campbell

Special Teacher Service – Louise Turley

Teaching Assistants

There are currently eleven L2 TAs who are employed to support pupils with SEN in the classroom, as part of targeted differentiation. TAs linked to classes are responsible for delivering interventions for the pupils in their class, outside of core curriculum time.

Miss Jones - Class based support Y1 plus Interventions
Mrs Bains - Class based support plus Interventions
Mrs Mrockzo - Class based support
Miss Morris- Class based support and Wobbly Wallet PPG provision
Mrs Ramsbottom – Class based support Y3
Mrs K Robson – Class based support Y1/2
Mrs Dhamrait - Class based support EYFS
Mrs Campbell - Class based support EYFS and SALT interventions
Mrs Murray - Class based support EYFS
Mrs Ura - Class based support EYFS
Mrs Kelley - Class based support EYFS

Counselling

The school purchases counselling services from private providers in order to meet pupil needs in this area. We also make referrals to the EP as appropriate.

The Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will also make provision for such children and ensure that they have full access to the curriculum.

Planning classwork to ensure the inclusion of all pupils.

Raising 'expressions of concern' and implementing a plan of action for those children at all stages – passing copy 'Early Monitoring' to SENCo.

Maintaining records of all pupils with SEN – currently Provision Mapping. Pupils who have an EHCP, or are Statemented, or the SENCo is in the process of gathering evidence which will be utilised to gaining an EHCP will in addition have IEPs.

Ensuring parents are fully informed and consulted at all stages.

Liaising with support staff, TAs, external professionals etc. in planning and evaluating programmes of work with pupils.

Admission Arrangements

The school adheres to the published admission criteria in the prospectus following LA procedure and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without statements. It does however endeavour to provide appropriate support for pupils with a range of special educational needs. Pupils who have identified needs through a Statement of SEN (Education health and Care Plan from 9/14) will be given consideration under the school and LA's admission policies for MLD pupils. The Head Teacher will meet applicants to establish parental and pupil understanding and support for the distinctive nature of this Catholic school.

Key Stage 2 - 3 Transition arrangements

The SENCo will liaise with Secondary Schools as soon as possible (Y5) in order to facilitate effective transition arrangements for pupils. Secondary colleagues will be invited to EHCP reviews where necessary. Paperwork will be provided to the Secondary School at the earliest opportunity. Bespoke induction arrangements will be made to meet individual pupil needs.

Building adaptations and Special Facilities

The building is fully accessible to all pupils. There is ramped access at the front and the rear of the building and EYFS/Y1 classrooms. A three-year accessibility plan is in place.

Identification, assessment, monitoring and review procedures.

The Class Teacher is responsible for informing the Head Teacher/SENCo of concerns via the SEN register.

Expressions of concern by parents are always taken seriously and responded to. There is an email system from class teacher to SENCo to report immediately any concerns parents have. Parents are kept informed of progress and their opinions are sought and acted upon.

A pupil who has been referred, or is giving cause for concern, will be carefully assessed; all available data will be examined and if necessary, diagnostic tests will be used. A pupil causing concern after the requirements of the SEN Support stage have been met will be considered for a Education Health and Care Plan. Evidence of these concerns will be presented to the LA in order to make a request for statutory assessment.

The progress of pupils with SEN is continually monitored by:

- The SEN provision map
- progress against IEP targets/intervention targets (at least three times a year, six times a year in Nursery)
- whole school assessment procedures (6 x per year)
- standardised test results (where appropriate)
- Annual EHCP Reviews
- Half termly pupil progress meetings.

The school will continue to maintain a list of pupils in order to inform regular audits of whole school need and individual pupil need

SEN provision

SEN provision is based upon the principles that pupils are entitled to a broad and balanced curriculum and that all teachers are teachers of pupils with SEN. An extension of these principles is largely based on inclusion rather than exclusion through withdrawal sessions.

- support statemented MLD pupils in key curriculum areas
- support pupils in class at the SEN Support stage
- support pupils entitled to special exam dispensation in external examinations
- offer limited withdrawal tuition using clearly structured schemes of work or programmes devised by the class teacher
- support vulnerable pupils and those who need "time out"
- offer timed interventions designed/purchased by the SEN team.

Withdrawal tuition/intervention groups is offered for small groups or individuals but is always time limited and skills focused. This ensures that withdrawal sessions are well planned and that time is used efficiently, and that pupils maintain contact with the curriculum because they are withdrawn from particular sessions for a maximum of a term. The exception to this is the pupils with statements for SLD for whom withdrawal tuition is an entitlement of their statement and whose withdrawal is therefore continuous.

The majority of tuition takes the form of intervention programmes. Examples of which include:

- Precision Teaching
- Numicon - Closing the Gap

- Read, Write Inc. (RWI) 1:1
- Bespoke literacy and numeracy interventions
- SGW Maths Support Y6
- SGW Reading Support Y5 &Y6
- success@arithmetic Y2
- success@writing Y3

Pupil Progress

Pupils are expected to make the same rate of progress whether or not they have SEN. This is monitored in a number of ways:

- Incremental data – such as that shown through interventions (GAS evaluations) and demonstrated within the provision map;
- Examinations/tests, both school based and external;
- Attendance
- Attendance and engagement in extra-curricular activities

This information provides a valuable insight into the progress of pupils with SEN.

The role of the Governing Body

The SEN Link Governor meets with the Head Teacher /SENCo throughout the academic year, to discuss SEN provision and other issues.

The School Committee as a whole has a responsibility to produce an annual report of the school's progress. This includes a section on the details of the SEN provision and progress. They also consider SEN as a significant factor when developing the School Development Plan.

Partnership with Parents

Parents are kept informed about their child's progress at school and any difficulties are made known to them at the earliest stage possible. Parents/carers are encouraged to communicate with the SENCo at Parent's evenings and other times throughout the year. IEPs are discussed at Parent's evening or private appointments. Parents of pupils with a Statement of special needs or EHCP are invited to the annual review and have the opportunity to provide input to this meeting. Reports are sent home in advance to support access issues and give reflection time. The school also welcomes parents to observe their child at work at their request.

"Information, Advice and Support Service" leaflets are provided to parents through discussions when relevant.

The SEND Information Report for St Anthony's is updated on an annual basis and is posted on the website.

Queries and complaints:

Parents are partners with the school and are welcome to query decisions made by the school through an open-door arrangement, where they can meet with the Head Teacher. If on pursuing complaints they are not satisfied, then they could seek further advice from the LA's "Information, Advice and Support Service" organisation or make use of the complaints procedure. If at this point they don't agree with the viewpoint of the School and LA, then they have the right to appeal to the LA's SEN tribunal.

Links with other schools:

Liaison with all receiving schools is an important aspect of KS2 to KS3 transition. The Y6 teacher visits receiving schools to meet Year 6 pupils and the SENCo is involved in extensive information sharing to ensure adequate information is available regarding any individual pupil and their particular needs. Additional support is given to Statemented Pupils/EHCP and others who demonstrate the need for a more intensive induction programme.

The outreach team from Tettenhall Wood has provided support and advice for pupils on the Autistic Spectrum and provides training for TAs. Support has also been sought from Pennfields Special School/

Short-term aims for improvement of SEN provision:

- To increase the involvement of teachers in the evaluation of interventions
- To introduce GAS assessments for all interventions to ensure effectiveness
- To provide GAS evaluation data to support all pupil progress meetings.

Monitoring and Review

The Head Teacher monitors the effectiveness of the Special Educational Needs Policy on a regular basis.

The School Committee will review this Policy every two years. They may, however, review it earlier than this if the Government introduces new regulations, to reflect staffing changes or if the school receives recommendations on how the policy might be improved.

Equalities Impact Assessment

The School Governors have considered this policy in light of all of the diverse groups that make up the population of St Anthony's Catholic Primary School – ethnic groups, gender groups, SEN and ages of pupils. The policy, alongside the strategies the staff employ for communicating with pupils and parents, ensure fair access and treatment of all.

School will continue to develop the range of letters that it has available in other languages in order to support communication regarding Special Educational Needs.