

Ss Alban & Stephen RC Infant & Nursery School

Special Educational Needs Policy

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This policy document was drawn up and reviewed after publication of the Revised SEN Code Of Practice 2014 and has regard to Part 3 of the Children and Families Bill (Clauses 30, 36, 37, 44, 45, 49, 51, 52, 54, 63, 65, 109) and the Hertfordshire Guidance Criteria for an Education, Health and Care Plan 2014.

1. Introduction

- 1.1** SS Alban & Stephen Infant School is a Roman Catholic school having as its mission statement "Building God's Community of Love and Learning". Part one of the mission statement celebrates the fact that all children "understand their unique identity as children of God". We are therefore committed to the special needs of all children. The staff and governors have regard to the Diocesan statement on children's Special Education Needs (Appendix 1).
- 1.2** A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them because:
- (a) they have significantly greater difficulty in learning than the majority of their peers; or
 - (b) they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for their peers. (Code of Practice 2014 1.8)

2. Aims (see also School Inclusion Policy)

- In line with our mission statement, the staff and governors recognise the entitlement of all children to have access to the National Curriculum, including those with special educational needs.
- We aim to educate and raise the achievement of all pupils within the school, including children with SEN (Every Child Matters).
- We aim to be an inclusive school, giving equal opportunity to all children with SEN.
- The school recognises that they have a duty to identify, assess and make special educational provision for all children with SEN, whether or not they have an EHC plan (formally known as 'statements').
- We aim to work in partnership with all parents/carers of children with SEN and to take into account pupils' opinions and preferences, involving them in every aspect of their SEN.
- The school aims to work with outside organisations, including those from education, the NHS and voluntary groups.
- As a Catholic School we aim to meet the spiritual and moral needs of all pupils.
- We recognise that the SEN may vary from those of a mild/temporary nature, to those with profound and multiple disabilities needing life-long support.

3. Admissions Policy

- 3.1** Our Admissions Policy includes a statement giving preference to children with SEN: - "where evidence is provided... of a special educational or other need of the child, which can be most appropriately met at this school".
- 3.2** The governors Admission Policy will pay regard to the government papers "excellence for all children" (October 1997) and the targets for increasing inclusion. In drawing up this policy the following recommendations will be taken into consideration (see Appendix 1) "in particular the school, like the Church itself has special responsibility for those who are most in need". Here again we would draw attention to those who are disabled or disadvantaged in some way.

4. School Organisation for SEN

- 4.1** SS Alban & Stephen is a small infant school and this is reflected in the staff organisation and responsibilities. The SENCO shares responsibilities with the Headteacher and Governing Body (see Diocesan guidelines). For the Autumn term, the SENCO will receive mentor support as someone new to the post.
- 4.2** There is no special unit or particular SEN specialism, but we strive to ensure all pupils make good progress. All staff will have an 'awareness' of all aspects of SEN, and many will have 'enhanced' knowledge. 'Specialist' advice will always be sought from appropriate agencies (COP 2014 5.2).
- 4.3** Physical access to school is available through a series of ramps and slopes. Arrangements will always be made to ensure that children and adults with disabilities have access to the school.
- 4.4** Sound field systems have been fitted to help children with hearing impairments.
- 4.5** There is a shower and two toilets available for adults/children with physical disabilities.
- 4.6** Wave 2 and Wave 3 provision is made for children identified by the SENCO and teachers as needing extra support and four floating TAs have been appointed to help children with IEPs to meet their targets (see Provision Mapping).
- 4.7 SEN Governor**

The Governors have a subcommittee, L & C (Learning & Community), with a named governor having responsibility for monitoring and overseeing SEN provision.

The governing body will do its best to ensure that the necessary provision is made for any pupil with SEN.

Governors will report on the progress of implementing the SEN policy in their termly newsletters to parents.

The Governing Body has produced an Accessibility Plan and Disability Scheme looking at ways to improve inclusion for children/parents/staff.

4.8 Head teacher

The Head teacher is responsible for liaising between parents/teachers/SENCO/child/outside agencies, including interviews with these groups. The Headteacher, in consultation with the SENCO, is responsible for consulting with parents over all stages of producing an Education and Health Care Plan (formally known as 'statements'), making them aware of the LA 'local offer' and for calling in outside agencies as appropriate. Other responsibilities as regards SEN include delegating funds from the budget, overseeing the day-to-day running of the SEN policy, attending SEN courses and releasing staff to attend courses as appropriate.

4.9 SENCO (SEN Co-ordinator)

The SENCO is responsible for the following areas throughout the school:-

- Forming and updating lists of children with SEN (SEN Register).
- To monitor the progress of all children with SEN.
- To assist parents/carers making a request for EHC needs assessment (formally a 'statement' of SEN) and making them aware of the LA 'local offer'
- Giving appropriate advice for calling in outside agencies when necessary.
- Liaising with staff and outside agencies as appropriate.
- Liaising with outside agencies and health authority services.
- Assisting staff when completing forms requesting advice from outside agencies.
- Ensure relevant background information for children with SEN is collected, recorded and updated.
- Where necessary, ensure there is a transitional programme in place for children moving to different Key Stages (Pre-school to FS, FS to KS1, KS1 to KS2).
- Sharing concern over children as they start in the nursery or reception classes.
- Reviewing policy documents for SEN.
- Attending appropriate SEN training sessions.
- Liaising with other teachers and helping, as necessary, with IEP's, interviews etc.
- Liaising with all staff about children entering Infant School with SEN (Headteacher, teachers, midday assistants etc).
- Monitoring and tracking the progress of all children with SEN to ensure they are making adequate progress.
- Liaising with all LSAs and TAs working with children with SEN.
- The SENCO is also the INCO (see Inclusion Policy).
- Ensuring that relevant resources are available.
- Liaise with appropriate SENCO as children transfer schools.
- To liaise with governors on L & C (Learning & Community) committee regarding SEN.

- To liaise with staff responsible for working with children for whom English is not their first language to obtain objective information about language proficiency in their first/home language and the stages in acquisition of language, if relevant.
- Ensuring that a representative attends cluster group meetings to keep up-to-date with local funding and provision issues.
- To update the 'school offer' on the school website.

4.9 To update the 'Provision Mapping' document to ensure that various needs of the children are met.

4.10 Numeracy and Literacy Co-ordinators

- To give advice on approaches, equipment, strategies and teaching materials appropriate for SEN.

4.11 Class Teachers

The responsibilities of classroom teachers are:-

- Early identification of any pupil with SEN.
- To carry out informal and formal assessments where appropriate to help identify SEN.
- To provide evidence which may help with assessments.
- To liaise with parents, SENCO, Headteacher, outside agencies as necessary.
- To be responsible for the day-to-day running of any individual plans for children within their classes, including assessing, recording and reviewing needs.
- To organise any available classroom assistance help.
- To liaise with appropriate teachers as children with SEN transfer classes.
- To ensure the curriculum is appropriately differentiated to account for SEND.
- To be responsible for ensuring that children with SEN receive the appropriate interventions
- To ensure teaching and learning styles are modified to best suit children with SEN (see Teaching & Learning Policy).

4.12 Teaching Assistants (TAs)

TAs will be appointed by the Headteacher and governors to work alongside children with SEN under the direction of the classroom teacher and SENCO.

They will be involved in setting targets for IEPs, assessment and review as appropriate.

They will also be offered opportunities for professional development, e.g. attending appropriate courses and INSET.

Where appropriate, TAs and LSAs will be invited to review meetings with parents.

5. Arrangements for teaching children with SEN

5.1 Teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large

groups, partners, within and out of the classroom. Teachers will ensure that all children have access to all subjects in the National Curriculum.

- 5.2** See also the Teaching & Learning Policy and the policy for Gifted and Talented Children, the Inclusion Policy and Provision Mapping.

6. Education Act

- 6.1** The school will have regard to the Code of Practice , enforced September 2014, and will seek to make an evidence-based graduated response to SEN, based on four types of action- plan, assess, do and review.

6.2 In the Foundation Stage

Early identification of SEN will be made and assessments made using Learning Outcomes and trial year for new early excellence baseline. Teacher liaises with SENCO, Headteacher and parents. The curriculum will be differentiated to allow for SEN. Evidence will be gathered, progress monitored and parents involved.

Interventions are devised that are additional to, and different from, those provided as part of the settings of the usual curriculum. External support services are involved to give advice and support for those children with SEN not making expected progress. Individual plans are reviewed regularly (once a term).

Education and Health Care Plan (EHC Plan)

The LEA makes a 'local offer' through an EHC Plan for the child's SEN. This is reviewed annually for children over 5 years and every 6 months for those children under 5 years of age.

6.3 Years 1 and 2

The approach recognises there is a continuum of SEN. An array of strategies is used to differentiate the curriculum, gather evidence, monitor progress and involve pupils and parents at all stages.

The teacher liaises with the SENCO, FS staff, Headteacher, literacy/numeracy co-ordinators and parents. Interventions are provided that are additional to, or different from, those provided as part of the school's usual differentiated curriculum

A request for help from external support services is made to support children who fail to make expected (adequate) progress. Individual plans are reviewed regularly (once a term).

Education and Health Care Plan (EHC Plan)

The LEA makes a 'local offer' through an EHC Plan for the child's SEN. This is reviewed annually.

- 6.4** When applying for an EHC Plan the school will pay regard to the Threshold Criteria (Herts document CSF4105) until Herts CC issue their new criteria in line with the new COP 2014.
The school will work with Herts CC, adhering to their timetable to convert any statements, still in place, to an EHC Plan.

6.5 7. The Monitored List of Children With SEN

7.1 It is the responsibility of the SENCO to update the Monitored List of Children with SEN each term. This list is updated termly in line with on-going assessments and pupil progress reviews. The list records the children with SEN in each class and indicates the area of SEN causing concern:-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical need

It also notes outside agencies involved and whether an Individual plan has been initiated.

7.2 A register for 'Children Receiving Intervention' and for 'Gifted & Talented' children is also kept (see Gifted & Talented Policy).

7.3 The register for 'Children Receiving Intervention' will also identify 'vulnerable children'.

7.4 The information on these list is incorporated in the SIMs report to county.

8. Individual Plans (previously called IEP's)

8.1 These are to be set for each child with SEN if *they have significantly greater difficulty in learning than the majority of their peers*. The plans are to be reviewed regularly by the appropriate teacher/SENCO/Headteacher/parents/child. These plans will pay regard to advice or targets set by any outside agencies.

The plans are expected to run for a minimum of half a term and should be reviewed once each term.

8.2 For children with an EHC Plan for SEN, the plan written by the LEA is to be reviewed yearly (every 6 months for children under 5 years) and termly Individual plans set in accordance.

9. Funding for SEN

9.1 The Headteacher, in conjunction with governors, SENCO, staff will decide how funds are to be allocated according to the greatest SEN. The funding will come from the LEA through the school's delegated budget. Children with an EHC Plan for SEN allocating more than 15 hours LSA support will receive separate funding from the LEA in addition to that from the school delegated budget and the number of LSA hours allocated accordingly. Before applying for Exceptional Needs Funding or an EHC Plan, the school will always make reference to the amount of help given to a particular child from the delegated budget. The 'Pupil Premium' will be devolved according to those

children in greatest need and may be used to buy in outside expertise to work with children- counsellors, play therapists etc.

10. Parental Involvement

- 10.1** The school aims to work in partnership with parents at all levels of children's education. The staff acknowledge the importance of consulting with parents about any concerns regarding SEN.
- 10.2** Liaison with parents will take many forms as appropriate. It will involve an informal discussion, for instance at the end of the day. It also involves an interview/consultation of a more formal verbal type. If appropriate, home/school record books will allow two way consultations and some parents will consult with TAs working with their child. Written reports are sent out at the end of each year.
- 10.3** For children with SEN, the school aims to involve parents at regular intervals and record parental support/interaction on IEPs and at each stage of any formal assessments. The SENCO will invite parents to extra consultations at least once a term.
- 10.4** As far as possible, parents will be involved in setting targets and reviewing Individual Plans. Parents will have copies of current plans.
- 10.5** Parents of children with SEN will be made aware of the LEA parent and student services and parent partnership schemes.
- 10.6** A small group of parents will form a working party. They will be involved in creating and updating a shortened version of a 'parent friendly' SEN policy to go on the school web-site. The full policy is always available when requested. The group will also look at ways of implementing the policy in an inclusive, 'parent-friendly' way.

11. Pupil Involvement

- 11.1** Staff will endeavour to involve pupils in assessment and target setting. They will ask them for their view of their own progress and explain targets in an appropriate way. Rewards for reaching targets will be used to motivate children.
- 11.2** Because of the age of the children in our school, parents will also contribute information about their child's interests, likes, dislikes etc.

12. Monitoring & Development of SEN Policy

- 12.1** It is envisaged that it should only be necessary to review the whole policy annually. The staff, parents and governors will be involved in this review. The staff and governors will also decide which sections of the

policy need developing as part of the school Development Plan.

12.1.2 The SENCO will meet annually with the SENCO from the Junior School to ensure that both schools' policies are in line with national guidelines.

12.2 Measure of Success

12.2.1 The Headteacher, SENCO, Assessment co-ordinator and governors will review SEN each year to ensure that targets are being met. The SENCO will also monitor the deployment and involvement of TAs and whether children are making adequate progress in the National Curriculum, through meeting targets on their Individual Plans.

12.2.2 Another measure of success will be tracking against EYFS ages and stages, curriculum levels, and 'P' level targets set for all children after completion of the Baseline Assessments. These targets will take into account the children's SEN but will also aim to stretch and challenge them (see Assessment Data). The phonics screening test in Y1, and repeated in Y2 for those children not meeting the required standard, will also be used to measure progress.

12.2.3 The data from Raise- On-Line, SIMs and Assessment Manager 7 will be used to analyse the progress of children with SEN and appropriate measures will be taken to ensure this group of children continue to make good progress.

12.3 Complaints Procedure

12.3.1 Any parents expressing concern about children with SEN will initially see the class teacher. If appropriate, they can make arrangements to see the SENCO and Headteacher. The Governing Body will appoint a governor with responsibility for SEN who could be approached by parents if necessary. The LEA will provide help for parents who feel that they need extra support or information.

Signed:

Date: September 2015

Appendix 1

Westminster Diocese Education Service (Schools Administration Department)

Diocesan Statement on Children's Special Educational Needs

"Since every person of whatever race, condition and age is endowed with human dignity he/she has an inalienable right to an education corresponding to his/her proper destiny and suited to his/her talents".
Gravissimum Educationis

The Gospel calls us as a community to heed Jesus' preference for the poor, the disabled, the marginalized of society. In her mission of education, the Church has a special responsibility towards those children who have physical disabilities, learning difficulties and emotional and behavioural problems. Because our schools exist to serve all within the Catholic community, every baptised child has an equal right to a place. In addition, the example of those who lead our schools must be such as to enable all pupils to develop positive attitudes towards the special needs of others.

Since the 1981 Education Act the desirability of seeking to integrate children with special education needs is no longer a matter for debate. Education authorities and school governors have a duty to seek the integration into mainstream schooling of all children whatever the nature or degree of their difficulty.

Integration means educating all children and young people through learning together in mainstream nurseries, schools or colleges with appropriate networks of support. To our Catholic community the requirement to integrate is not an optional extra but a challenge for which we must be willing to travel the extra mile of effort and sacrifice. The question is not "Can we do it?" but "How shall we do it?".

There exist examples of Diocesan schools (both Primary and Secondary) where, regardless of the difficulties, pupils with behavioural and emotional problems, physical disabilities or specific learning needs are welcomed and supported. Sadly this is not the case in all our schools. There are instances where the needs of a child and the duty of the school are subordinated to concerns about published performance figures and financial priorities.

Appendix 1 (continued)

In partnership with our parents, who have the legal right to request a Catholic school for their child, and who will be involved in close collaboration with teachers, our primary duty is to have a proper respect for the uniqueness, gifts and needs of each individual child, and a will to serve our children in accordance with Christ's teaching. The special needs of gifted children have encouraged schools to provide programmes of differentiated learning within mainstream schooling. No less important are appropriate schemes for those children whose learning needs or disabilities are defined in law as Special Educational Needs.

The 1993 Education Act has reinforced Governors' responsibility to provide, monitor and report to parents on the school's provision for special educational needs. Governors' recognition of these responsibilities must be expressed in their key documents, e.g. mission statement, Admission Criteria, School Development Plan, Annual Report to Parents. Policy statements in themselves are however, insufficient to change established attitudes. Relevant in-service training including sharing good practice will both inspire and support school staff to meet these obligations. Governors and Headteachers are asked that, while implementing the new Code of Practice and LEA procedures, they will review the current attitudes and provisions of their own school to ensure that they promote vigorously the Church's concern for those of her children with special needs.

Signed:

Date: March 2016