



St. Thomas More Catholic Primary School

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SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

This policy is based on the new SEN Code of Practice 2014 and The Children and Families Act 2014. Please read our School SEN information report as published on our schools website in conjunction with this policy.

At St Thomas More Catholic Primary School, we strive to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the needs of groups of children and the specific needs of individuals.

Children may have SEN (special educational needs) either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but will have medical needs. We assess each child's needs as required, and make the appropriate provision, based on their identified needs.

We implement The Children and Families Act 2014 that places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans in our school, specify the type and level of support required to meet the medical needs of such pupils. Please see: 'The government publication, supporting pupils at school with medical conditions.'

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure that parents or carers are able to play an active part in supporting their child's education;
- to ensure that our children have a voice that is acknowledged and listened to and where possible, acted on in this process;
- To ensure that for all children with SEN we follow the 'Assess, Plan, Do, Review cycle' as stated in the SEN code 2014

Educational Inclusion

At, St Thomas More Catholic Primary School, we aim to offer excellent teaching to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through addressing the barriers to learning and participation. We also provide carefully targeted support to ensure curriculum access for those pupils who require it. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Special educational needs

Many children may have special needs at some time in their lives. Children have SEN if: they have significantly greater difficulty in learning than the majority of children of the same age; and/or....they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Assess, Plan, Do, Review

Identification and assessment of SEN is built into the overall approach to monitoring the progress and development of all pupils at our school. Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Before identifying a child as needing SEN Support, the class teacher, working with the SENCO (Special Educational Needs Coordinator) and with the involvement of the Senior Leadership team, will establish a clear analysis of the pupil's needs including:

- The current class teacher's assessment and experience of the child.
- Previous assessment data and information about the child including pupil progress, attainment, and behaviour.
- Advice from our experienced SENCO.
- The views and experience of parents. KS Schools take seriously any concerns raised by a parent.
- Child's development in comparison to their peers.
- The child's own views.
- If relevant, advice from external support services.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN support. The child will receive interventions that are different from or additional to those provided through quality first teaching. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO) will be involved. The SENCO will then take the lead in further assessments of the child's needs. This may result in a referral to our Educational Psychologist.

We will record, in a One Plan, the strategies used to support the child. The One plan will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. For all children with SEN we follow an 'Assess, Plan, Do, Review cycle' as stated in the SEN code 2014.

If the One plan identifies that support is needed from outside agencies, we will consult parents/carers prior to any support being arranged. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies from external support agencies. This will be recorded in the child's One plan targets.

If the child's progress or SEN continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the local authority by the school or by the child's parents. The SEN code 2014 states, "In considering whether an EHC (Education Health Care needs) assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence."

Please see Government advice about SEN and EHC plans in the appendix to this policy & on the schools website under SEN information.

Role of the SENCO

The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupils with a statement/Educational Health Care plan of special educational needs are aware of the nature of the statement/ Educational Health Care plan. Some responsibilities are delegated to the SENCO, The key responsibilities of the SENCO include:

- Working with the Head Teacher to oversee the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN

- liaising with the relevant Designated Teacher where a Looked After pupil has SEN
- advising on the graduated approach to providing SEN support advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

As the 2014 SEN code states in 6.92 "It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered pupil population across all of the schools involved." This is currently the practice at St Thomas More Catholic Primary School and the effectiveness of this is monitored by Head teachers.

The role of the governing body The governing body has due regard to the 2014 Code of Practice when carrying out its duties toward all pupils with special educational needs. In addition, the Special Educational Needs and Disability (SEND) Code of Practice, in force since April 2015, applies to maintained schools and academies. It says in paragraph 6.3:

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

It is the responsibility of the SEND governor to:

- Have clear working knowledge of the SEND code of practice
- Be aware of their school's systems with regard to SEND provision
- Build a good working relationship with their SENCO

- The SEND governor will also ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The role of the SEND governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice (see section 3 of this article)
- Report annually to parents and carers on the success of the school's policy for children with special educational needs.
- The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

Allocation of resources

The SENCO reports to the Head Teacher who is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. Currently the Essex Local Authority provide an allocated budget for pupils at SEN support.

Where pupils have an EHC plan/statements, the school fund the first £6000.00 from allocated SEN budget. The Essex Local authority offer of provision and support for SEN pupils is stated in 'The Local Offer' this can be accessed via the school website. The SENCO works with the Local Authority striving to ensure the best possible SEN provision from Essex Local Authority for our SEN pupils. The Head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed. The Head teacher and the SENCO meet regularly to agree on how to use funds directly related to statements including the budget from the Local Authority the specifically for SEN.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

understand the relevance and purpose of learning activities;

experience levels of understanding and rates of progress that bring feelings of success and achievement.

The SENCO advises on reasonable adjustments for pupils with SEN, particularly those pupils with high needs.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.' SEND Code of Practice 0 - 25 years 2014.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. One Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN support have a One plan or a record of current interventions and strategies that are working. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, the children work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs. The school prospectus and SEN information report contains additional details of our policy for special educational needs, and the arrangements made for these children in our school. Our SENCO is always willing to talk to parents and carers. We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work begins in the Foundation Stage as we recognise the importance of children developing social as well as educational skills as soon as they start at school. Children are involved at an appropriate level in setting targets in their One Plans and in the review meetings. Children are encouraged to share their views about their own performance - see appendix example of my views.

Monitoring and review

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides Head Teachers, staff and governors with regular termly summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up One Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcomes of the review to the full governing body.

Special Educational Needs Provision at St Thomas More Catholic Primary School

Our response to SEN is part of a graduated response as demonstrated below:

Wave 1 - Quality first teaching

High-quality inclusive teaching is supported by effective whole-school policies and frameworks, clearly targeted at all learners' needs and prior learning. This teaching is based in planning and schemes of work that are designed to move all learners from where they are to where they need to be.

Where there are large numbers of learners who share the same learning needs, we recognise the best solution is to adjust the planning to cater for them. It means creating differentiated plans to take learners to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of learners based on good use of yearly transition data and information.

Wave 2

Wave 1 plus additional, time-limited, tailored intervention support programmes. This can be a provision for pupils who need to catch up but do not have special educational needs. Also pupils with SEN support needs often benefit from this level of additional support to access the curriculum.

Wave 2 provision is designed to increase rates of progress and secure learning for groups of learners that put them back on course to meet their end of year targets. These learners are identified by teachers, who using assessment data and their professional judgements, decide which pupils would benefit from Wave 2 provision. This usually takes the form of a structured programme of small-group support that has an evidence base of impact on progress. This support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants who have the skills to help learners achieve their learning objectives. The progress of learners is closely tracked for impact. This support can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of differentiated work. The type of support may change according to the needs of the cohort of SEN pupils.

For example: Currently, in additional spelling groups in small groups of 4-6 learners at similar spelling level work on the Spelling Made Easy intervention, with a teaching assistant following work set by a teacher. This will involve working together on word families to develop and

reinforce their knowledge of spelling patterns. It is our intention that focused work in targeted additional group will result in improved spelling levels.

Critically, intervention support needs to help children and young people apply their learning in mainstream lessons, and to ensure that motivation and progress in learning are sustained. The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed their targets at the end of each year.

The outcome for SEN support pupils, particularly those with high needs, receiving Wave 2 provision is that their ability to access the curriculum is facilitated with this enhanced level of support. This level of support may be required to sustain progress for pupils with SEN rather than increase rates of progress.

Current Wave 2 interventions are;

- Literacy or Numeracy groups, including reading, phonics and spelling additional support
- Socially Skills groups focused for pupils with emotional needs and/or social and communication needs

Wave 3

Wave 1 plus increasingly individualised programmes based on independent evidence of what works and on the needs of the cohort of SEN pupils.

Whilst our expectation is to accelerate and maximise progress and to minimise performance gaps we acknowledge that for SEN pupils with statements and EHC plans with high needs receiving Wave 3 provision is that their ability to access the curriculum is facilitated with this enhanced level of support. This level of support may be required to sustain progress for pupils with SEN rather than increase rates of progress.

Wave 3 provision is based on advice and support from our the Special Needs Co-ordinator, a Specialist Teacher, an Educational Psychologist and is delivered by a trained teacher, learning support assistant or teaching assistant or learning mentor delivering one-to-one or to very small groups to support learners towards the achievement of very specific targets.

Current Wave 3 interventions are;

- One to one or (where pupils have very similar SEN paired) Literacy support.
- One to one phonics programme for example: Phonological Awareness Training
- One to One Speech and Language work initially with a Speech and Language therapist, with follow up sessions from a member of the Teaching Assistant team, who will have observed the Speech therapist at work and will follow a programme devised and monitored by Speech and language therapists with the pupil.
- A social skills intervention programme for pupils with SEN who require social skills support with taking on roles within teams and following instructions run by a teaching assistant trained by a SENCO or Specialist teacher from the Local Authority interventions such as socially speaking or Lego Therapy.
- One to One or a very small group following 'Gym Trail' or an Occupational Therapy programme with members of the Learning Support Assistant and Teaching Assistant team, who have received training by an Occupational Therapist,

- One to one Precision Monitoring to facilitate the acquisition of very specific knowledge or skills such as spelling of the first 50 High frequency words and immediate recall of number bonds to 10, with a members of the Teaching Assistant team.

Learners who need extra support with their emotional needs can be supported by a referral by our SENCO or Head teacher to one of our

- Learning Mentors, who are teaching assistants who have undergone specific training to be Learning Mentors
- A Relate family counsellor and a RELATE play therapist who are based in a number of local schools ; who work with children and their families,
- A visiting specialist from The Child & Adolescent Mental Health team (NELFT).

November 2017

Review November 2019