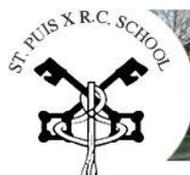


## Special Educational Needs / Inclusion Policy

### St Pius x RCVA Primary School



*to renew all things in Christ*

*We, the governors, staff, parents and community of St Pius X RCVA Primary School aim to foster a lifelong love of learning that builds upon and develops children's interests, strengths and talents within a caring catholic ethos founded on Gospel Values.*

*. We aim to motivate our children to achieve at the highest level through an innovative, inclusive and creative curriculum. We ensure that the learning is broad and balanced, giving our children opportunities to learn beyond, as well as within, our school environment. We set our expectations high and celebrate the successes of every child. We expect our children to work hard and will help them to raise their aspirations and reach their full potential. Our Mission Statement embodies our commitment to all members of our school community.*

*Our school environment is a safe place where all children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. **Inclusion begins in the classroom where we will ensure that we provide all children with good quality first teaching experiences in a curriculum that is engaging and relevant and inclusive to all.***

St Pius X RCVA Primary School has due regard to the SEN code of Practice 2002 and the Equality Act 2010. We aim to meet the high expectations of the Confident School, Confident Parents document and we are working closely with the Local Authority to ensure policies and practice adhere to SEND reforms 2014.

The school publicises SEND information on the Local Offer Families Information Service and also ensures information, with regards to SEND identification, financing, organization and management, is posted on the school website.

We are committed to providing equal opportunities to all groups of learners regardless of their age, religion, gender, ethnicity, impairment, attainment or background. We are aware that we may need to adapt our provision for different groups of learners, for example:

1. Children with special educational needs and/or those who are disabled;
2. Children learning English as an additional language (EAL);
3. Children with social, emotional and behavioral difficulties;
4. Children looked after by the local authority;
5. Children who are more able, gifted and talented

### **Aims and Objectives of this policy**

We aim to match the quality and quantity of our provision to the changing needs of all our children.

1. To ensure the SEND reforms 2014 and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and /or other temporary or ongoing barriers to learning.
3. To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible the school resources and local offer.
4. To provide full access to the curriculum through differentiated planning by class teachers,
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.
6. To involve parents/carers at every stage in plans to meet their child's additional needs ensuring pupil centered reviews and a high regard for parental views and input.
7. To involve the children themselves in planning and in any decision making that affects them, where appropriate.

## **1. Children with Special Educational Needs and/or those who are disabled.**

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

### **Roles and Responsibilities**

Provision for children with special education needs is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice.

Head Teacher – Ms Joanne Cruise will:

have overall responsibility for all aspects of provision as the SENCO (Special Educational Needs Coordinator) but will allocate roles so that special needs are met; will keep governors informed on the needs and progress of the children and will work closely with teachers, teaching assistants and supervisory assistants, to ensure that the needs of SEN children are met within the school.

As SENCO, Mrs Cruise will

Oversee the day-to-day operation of the school's SEN policy by coordinating provision for children with special educational needs. She will liaise with teachers and manage other relevant staff including learning support assistants. She will maintain the records of all children with special educational needs, meet with parents, external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. She will contribute to the in-service training of staff.

Governing body will

be fully involved in developing and monitoring the SEN Policy, have up to date knowledge about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

Ensure, along with the Head Teacher, that financial resources are available to carry out the SEN policy and ensure the quality of SEN provision is continually monitored.

Liaise as necessary with the Head teacher, SENCO and staff.

A named governor for SEN is appointed or reviewed on an annual basis.

Class Teachers will:

Identify the SEN of individual children in conjunction with the SENCO, provide learning experiences which are appropriate to the needs of the child, plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the CT or SENCO, provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets through step trackers and SAMPA.

Teaching Assistants will:

have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and SENCO on planning to ensure progress.

### **Identification and Assessment**

If a child's needs are identified prior to entry provision is put in place to ensure a smooth transfer for the first day. The admission of disabled children is discussed at a transfer meeting that is held prior to the child starting school. Liaison is made with the Local Authority for support to ensure the facilities are in place for easy access arrangements and a care plan is written and shared with parents. The school has toilet facilities, and a ramped entrance.

In order to support children who have special educational needs we will continue to use a graduated response. We recognise that there is a continuum of special educational needs and where necessary will seek specialist expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken at the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern that further action is required.

### **Within school procedures.**

Assess

Some children come to St Pius School, either through EYFS or later, with specific needs already assessed. For others, we need to ensure early identification of children with barriers to learning which may impact on their progress, attainment or ability to access a full curriculum. Concerns that a child may have learning or other difficulties can be initiated by the child's parents or class teacher. These concerns will be discussed with the child's parents or carers and any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may be decided at this point to refer a child for further assessment from one of the outside agencies. These agencies might include Local Authority Learning and Disabilities Advisory Service, Educational Psychology, One Point, Crisis Response, Speech and Language Therapy, Occupational Therapy, School Nurse, Parent Support Advisor

## Plan

Following an initial assessment of a child's needs the class teacher will meet with The SENCo to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that a child is able to access learning effectively. For some children it may be decided that further intervention, from either our SEN support teachers or our TAs, is necessary.

## Do

Quality first teaching of an engaging and motivating curriculum, focus group work, TA support, specific resources, extra phonics, reading, maths groups, outside class interventions, recommendations from specialist reports (such as Speech and Language, Physio etc) are all ways in which our teachers provide extra support for our children to overcome barriers to their learning.

A Provision map, class teacher's planning or individual costed provision maps will show where children are receiving support in addition to the adjustments made in class.

## Review

All children with identified special educational needs will have their progress carefully tracked and monitored by both their class teachers and the SEN team. Many children will make progress and only need extra support for a short or specified period of time. Some children may require different forms of extra support throughout their time at St Pius School and the success of each type of support will be monitored and measured for its

impact on progress It may then be necessary to change the provision. If, despite receiving differentiated learning opportunities and support, expected progress is not made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the SENCo and with the child's parents. Further programmes of support or intervention may be decided and put in place with specific targets for progress set. The SENCo and teacher will continue to review the child's progress and adjust the support as needed.

If a child continues to cause concern and internal school based measures continue to have had little or no effect it may be decided that further assessment, advice and support from external professionals is required. All referrals require parental consent and will always be discussed with parents and carers.

### **School request for a Statutory Assessment**

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan. A picture of the pupil, current barriers, early information and targets to improve outcomes for the pupil will be collated in the document 'My Story'. This will be produced with parents and pupils to provide relevant and meaningful information to the panel.

### **Education, Health and Care plan (EHC plan)**

When the LA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents, the pupil, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCO of the receiving school will be invited to attend the final annual review in primary school of children with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year.

### **Provision and Resources**

Each pupil identified as needing additional support will have strategies

employed to enable them to make progress. The range of strategies includes the following:

- Extra individual or group support within the classroom
- Sessions of extra support in literacy, numeracy, social skills or other specific skills, individually or within a small group outside of the classroom
- Individual or small group support from a specialist support teacher
- Special resources or equipment for children with sensory or physical needs
- Individual counselling within or outside school
- Assessment and advice from external professionals
- Specific individual reward and/or sanction systems
- Support from learning mentor
- Support at playtimes
- Social skills/nurture (friendship) group with TA
- Use of specific IT programmes including Communicate in Print, Symphony Maths, Lexia

More complex physical or medical needs will be provided for through a care plan or on an individual case by case basis.

### **Monitoring and Review Process**

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. The child's progress should be reviewed regularly with the SENCo and provision adjusted on a termly basis as required. Leaders of intervention groups, after discussion with class teachers and/or the SENCo, should assess the children in their group. This should be reported back to the class teacher.

Parents will be informed and consulted about their child's progress and support provision through the termly open evenings or through informal meetings arranged by the class teacher. Parents may also discuss their child's progress or any concerns with the SENCo.

The class teacher and SENCo will produce Individual Education Plans for statemented children and any other children who may require individual programs. These will be discussed with parents.

The SENCo will use class assessment data to monitor pupil progress each half term and check that children are making sufficient progress and achieving specific personal targets.

The SENCo will carry out an annual evaluation of the children receiving further support to track movement and changes. The SENCO will also use termly Pupil Progress Information and staff meeting discussion to highlight the need for further action. Class teachers and the Headteacher will ensure regular communication is employed to remove or tackle barriers to learning as they are presented.

## **Partnership with Parents**

We recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs.

The wishes and permission of parents/guardians will be sought and taken into consideration regarding aspects of assessment, provision and intervention.

We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs or is experiencing a barrier to learning. We will endeavour to be sensitive to their feelings and ensure them that confidentiality will be observed at all times.

The child's teacher will be responsible for liaising with the parents of the SEN children in his/her class to discuss their special educational needs and their progress. The SENCo will be also be available for discussion, support or information. For some children, the SENCo will also often be involved in meeting with their parents as these children often have more complex or severe needs which require external professional advice.

The SENCo will be responsible for arranging the Annual Review Meetings for the parents of all children with an EHC plan.

## **Involving Children**

Where possible children with an EHC plan should be offered the opportunity to be included for a short time in their annual review meetings. However, the child should not be pressed to take part in the meeting if they do not wish to do so but their views should be taken into account through an informal discussion with their teacher, parent or a Teaching Assistant. All children at St Pius X RCVA Primary School are encouraged to have an understanding about their own learning and to be able, with support if necessary, to express an opinion.

## **Working with Outside Agencies**

Advice and practical support can be obtained from a number of external agencies. We currently draw on the following:

- The Educational Psychology Service
- One Point
- Crisis Response team
- The Social and Communications Difficulties Team
- The Speech and Language Therapy team.
- The School Nurse
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Child and Adolescent Mental Health Service (CAMHS)
- The Educational Welfare Service

- Social care
- Parent Support Team
- Learning Difficulties and Disabilities Inclusion Service
- School Nurse

### **Complaints Procedure**

If a parent or carer has concerns they should discuss these with the class teacher, often this can lead to swift resolution of the problem. Failing that they should meet with the SENCo / the Head teacher. In the unlikely event that a problem is still unresolved, complaints can then be referred to the School Governor responsible for Special Educational Needs. If parents are still dissatisfied they should follow the guidance in the Local Authority Complaint Policy and Procedures, which has been adopted by the school. A copy can be found on the school website.

### **Staff Development**

We will continue to raise the skills, knowledge and understanding of all staff as well as enabling individuals to develop higher levels of expertise in specific areas of need.

Training for staff will be delivered in a variety of ways: Inset relevant to all staff (e.g. on a particular type of special need such as 'Autism') will be arranged by the SENCo and will include training from outside specialists. This type of training will where possible also be offered to Teaching Assistants, and Midday Supervisors. The SENCo will also be responsible for ensuring all staff are made aware of any changes to the school policy. Training requested by individual teaching or support staff will be provided through where appropriate.

External specialists will be brought in to offer advice to individual teachers about particular SEN children in their class.

## **2. Children learning English as an additional Language (EAL)**

We are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL children both at an early stage of English language acquisition and more advanced bilingual learners. All staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all children.
- provide enhanced opportunities for speaking, listening and drama;
- ensure children have access to good models of spoken English;
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture;
- provide additional verbal support, e.g. repetition, modelling, peer support, pre- teaching key vocabulary;
- make use of a range of ICT activities;

- make use of collaborative activities that involve purposeful talk and encourage and support active participation;
- provide scaffolding for language and learning, e.g. talk frames, writing frames;
  - provide a variety of ways for children to record their work, including recording in their first/ home language;
  - where appropriate, provide dual- language books and dictionaries

The school works with EMTAS, our local authority advisory service to support pupils with English as an additional language. Whole staff training is also accessed where required. The progress and learning of EAL pupils is tracked specifically term by term.

### **Assessment**

- All children, including those learning EAL are assessed according to the whole school Assessment policy.
- Robust data analysis is carried out to ensure children learning EAL are achieving in line with the rest of the school;
- All staff are aware that in some cases, children may have additional needs as well as EAL and additional support will be provided accordingly.

### **3. Children with Social, Emotional and Behavioural difficulties**

Some children experience social, emotional or behavioural difficulties which are a barrier to their learning. Good communication with the pupil's parents or carers is vital. For some children a specific behaviour plan will be written and agreed with the child and parent/ carer. Our parent support advisor also provides support for some families. In some cases a referral will be made to our Learning Support Service or to CAMHS. In more complex cases, our Crisis Response service could be involved or consulted. In most cases, pupils with such difficulties, have them as a result of significant needs, personal circumstances, other difficulties. The staff and Headteacher will use their skills and experience and the knowledge available to them, to respond individually to each pupil. Our Behaviour Policy outline the standard responses to behaviour issues. Pupils with significant difficulties will have an individualized programme, IEP, access to time out or area to calm down, access to personal strategies or behaviour contract.

### **4. Children looked after by the local authority (LAC)**

Children in public care will be subject to all school assessment and identification procedures. In addition they will have targets set within a personal education plan twice a year. The targets will be set by the school,

the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

### **5. Children who are more able, gifted or talented.**

St Pius X RCVA Primary School recognises that some of its children may have high academic abilities or special talents. Children identified as being able, gifted and talented are provided for through a differentiated curriculum provided by their class teacher. They will also be supported and challenged through quality first teaching that accounts for previous and future targets and learning. At times during the year, there are opportunities for pupils to engage in challenging activities with St Bede's Staff and pupils. The school also works closely within the catholic school cluster to attend training i.e. higher maths skills from which our more able pupils will benefit.

#### **Success Criteria and evaluation of this policy.**

In monitoring the policy, the Governors may consult with support services, other schools and parents. Following such a review, the policy will be updated as necessary. In order to evaluate the effectiveness of this policy, the Governors and staff will evaluate whether our aims have been achieved. They will do this by considering the following:

Have all children, including those with special educational needs, had access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum?

Has an inclusive approach been operated with all SEN children being fully integrated into all school activities?

Have the needs of disabled children been considered in any alterations made to the school buildings and site?

Have adequate arrangements been made to keep parents informed of their child's special educational needs at each stage?

Has effective use been made of internal support staff and external support agencies?

Have the views of the SEN children and parents been sought and taken into account?

Have the children with SEN had their needs met by the provision available.

Have children made adequate progress and achieved the annual targets set for them.

Have staff received appropriate training in special educational needs

This policy should be read in conjunction with the Teaching and Learning Policy, Single Equality Policy, Behaviour Policy, Anti-bullying policy, Child protection and Safeguarding policy, Physical Contact policy, EAL Policy, G&T policy.

