



St. Theresa's
Catholic Primary School



BARNET
LONDON BOROUGH

Special Educational Needs and Disability Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy review: August 2019

Next review: July 2020

Policy written by: Donna Holland School SENCo
Policy reviewed & passed by: Wellbeing Committee
Key person responsible: Linda O'Melia Headteacher

“The glory of God is a human being fully alive”

This is the goal of Catholic education; to draw out the potential in each person to the full, in a community which recognises the centrality of Christ as our guide and inspiration. Christ speaks to us in human terms of God, by what he is, says and does.”

The Church’s Mission in Education, Cardinal Basil Hume, OSB

This document aims to provide guidance on how to identify and support children/pupils with Special Educational Needs ensuring inclusion with all aspects of school life. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and the Equalities Act 2010.

This includes gifted & talented pupils, although procedures for this group are specified in our Gifted and Talented Policy. It is the responsibility of each member of staff to ensure that the principles and procedures are adhered to at all times.

1 Children/Pupils with Special Needs

1.1 Definition of terms

Up to 20% of children will have some kind of special needs during their life.

A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the child’s age.

2 Aims

In implementing this policy, we aim to:

- Evaluate strategies for the early identification of Special Educational Needs, of whatever kind.
- Have a philosophy of support and inclusion.
- Continue to develop an ethos and curriculum of appropriate teaching styles to help those that find learning difficult.

3 Special Educational Needs Staff

The overall responsibility of every pupil belongs to the class teacher. The class teacher should always be aware of, and involved in, the assessment, monitoring and reviewing of all pupils in their class, especially those who are Free School Meals (FSM), English as an Additional Language (EAL), and Special Educational Needs (SEN). In line with this, the class teacher should help with planning, be aware of what is taking place in the intervention groups and how their pupils are progressing.

Name	Role	Responsibility
Mrs Linda O’Melia	Headteacher	Child Protection Attendance
Mrs Roseann Arrowsmith SLT	SEND Co-ordinator	SEN Gifted and talented/More Able Pupils EAL Looked After Children (LAC) Child Protection

		Travellers, refugees FSM
Mrs Sweeney	Learning Support Assistant	Medical
Mrs Katin	Support Teacher	Intervention programmes e.g. Phonics and Maths
Mr Ruddy	Intervention Teacher	Intervention programmes e.g. English and Maths
All TAs	Learning Support Assistants	SEND Support (formally School Action (SA) & SA+

4 **Inclusion**

4.1 Admission Arrangements

Non – statemented pupils with special educational needs will be admitted on the same basis as all other pupils provided that with modifications agreed as suitable with the appropriate advisory unit their needs can be met. We will not discriminate on the grounds of physical difficulties including hearing and sight difficulties, nor will we discriminate due to learning or behaviour difficulties including dyspraxia, dyslexia, autistic tendencies.

4.2 Facilities

Acoustic and visual challenges could arise if physically disabled pupils were at the school. These factors will be considered and discussed before admission and modifications made to the building if necessary.

All teaching areas have reasonable access by wheelchair, as does the main hall.

5 **SEN Inset**

All suitable opportunities for the Special Educational Needs Co-ordinator (SENCo), to attend relevant INSET will be taken. Feedback opportunities will take place at staff meetings and on INSET Days.

We will also supply whole staff training provided by the Local Educational Authority (LEA) and other specialists e.g. Educational Psychologists & Speech and Language Therapists where appropriate.

6 **External Support**

We work closely with the Inclusive Education Advisory Team who are the main support for teachers and pupils with SEN. We work with the Educational Psychologist, the Speech and Language Therapist and the Primary Project. We also work with Occupational Therapists and Paediatricians.

7 **Links with other Educational Establishments**

We maintain a high level of liaison with any schools that are involved in the transfer of pupils both before and during primary/secondary transfer. Reports and records (Barnet Primary Records - BPRs), are passed promptly between schools both orally and in written form.

8 Allocation of Resources

The school allocates a considerable amount of its budget to the provision of resources to meet the needs of pupils with SEN. This contributes to some of the teaching assistant provision and a budget to purchase resources.

The teaching assistant time can be used by the class teacher according to the needs of the pupils, including supporting the SEN pupils in their class. Pupils at SEND Support receive individual or very small group teaching from an SEN teacher.

9 Curriculum Balance

Our aim is to ensure that, through differentiation, pupils with SEN should have access to a full and broadly balanced curriculum with minimal withdrawal from class activities. We aim to teach using a variety of teaching and learning styles. Plans are differentiated to meet the needs of all pupils.

10 Integration

Pupils with SEN are fully integrated in all school activities unless physical disability would make participation a hazard to themselves or others.

It is the policy of this school to keep an internal record of initial concerns. This means pupils who may be encountering mild difficulties are monitored, although the concern is not at a level where School Action is required.

Pupils identified as SEN are initially given a differentiated programme in the school prepared by the class teacher, and delivered by the class teacher or teaching assistant (TA). If after a predetermined period of time, a term at least, the child is still not making adequate progress a discussion will take place with the class teacher and SENCo and the child is placed onto School Action on the SEN List.

The SEN List is kept in all class SEN folders and the SENCo filing cabinet and is updated every term.

11 Partnership with Parents/Carers

In all our work we ensure a close partnership with:

- Parents/Carers of pupils with SEN
- Parents/Carers who have disabilities or SEN themselves

12 Identification of Special Educational Needs

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be.

Pupils with SEN will have one or a combination of the following areas of need: (SEND Code of Practice 2014)

- Communication and interaction
- Cognition and learning
- Emotional and social development
- Sensory or physical

Some pupils are able to make early progress in many areas of the curriculum, particularly at the oral level but as recording and reading becomes more important pupils may show significant difficulties in reading, writing, spelling or numbers that are not typical of their general level of performance. These pupils may have a specific learning difficulty, and will be deemed as not making adequate progress.

The purpose of identification is to work out what action we need to take as a school, not to fit a pupil into a category. We consider the needs of the whole child.

Currently standardised assessments of word recognition and phonic skills are carried out in June of the child's first year in school. These assessments give us information across the full ability range. In subsequent years, pupils are tested annually in Reading, Writing, Spelling and Mathematics including mental work. These take the form of:

- Year 2: Teacher assessment
- Year 3: Teacher assessment
- Year 4: Teacher assessment
- Year 5: Teacher assessment
- Year 6: SATS

In order to ensure that pupils with Special Educational Needs are identified, and that appropriate learning programmes are provided throughout their time at this school, the recognised graduated response is used:

- **Initial Concern (teacher expresses a concern and monitors child)**
- **Phase 1 SEND support (support within school through targeted intervention)**
- **Phase 2 External Agencies: involvement may include observation, strategies for teaching and follow up sessions.**

These phases are part of the Graduated Approach to SEN Support that relies upon constant communication between the teachers, phase leaders, SENCo and Senior Leadership Team (SLT).

The co-ordination of education provision for pupils with SEN is achieved through the Headteacher, SENCo, SEN teachers and class teachers working closely together.

13 Identification, Assessment, Monitoring and Review

13.1 SEND Support

- This stage involves the initial identification of a special educational need, gathering information, making, monitoring and reviewing an individual educational plan.
- After a period of initial concern, the class teacher identifies the child as having difficulties/failing to make progress in their group at the same rate as a majority of pupils in the class.
- Class teacher discusses with the SENCo the need for the child to be considered under the SEND support procedures. Parents/Carers to be informed by the class teacher.
- Further differentiated programmes provided, monitored and supported by the SENCo, delivered by the teacher and wider school-based provision. Class teacher continues to gather evidence and collect dated annotated samples of pupils work as evidence of difficulties e.g. list of words recognised/ spelling tests etc.
- Class teacher to review evidence and consider how the child's educational needs may be best addressed. The information at this stage will reveal:
 - Different perceptions of those concerned with the child
 - Immediate educational concerns
 - The wider context of the child's learning difficulties.

See table below

Evidence to be gathered by the class teacher may include

From the School

Previous Annual Report and Class Records (BPR)
National Curriculum Attainments
Standardised Test Results or Profiles
Checklists (behaviour, speech and language)
Records of Achievement

Observations on the Pupil's behaviour if cause for concern *is that of serious behaviour problems*

- a) Incidents must be recorded on the appropriate pro forma and kept in the assessment file for the Headteacher to see.
- b) Recording should be simple, functional, first hand and objective.
- c) Any playground incidents to be recorded in the Incident Book in the Medical Room

From the Parents

Views on the child's health and development
Perceptions of the child's performance, his/her progress and their behaviour at school and at home. (Parent Consultations)
Factors contributing to any difficulty

From the Child

Personal perceptions of difficulties and how the child would address them (recorded on Outcome Plans if appropriate)

From the School Nurse / Doctor

A health surveillance report if relevant. (Copies in SEN File)

From Social Services

Any involvement or concerns about the child's welfare

- On the basis of the information now available and in consultation with the pupil and SENCo the teacher will produce an Outcome Plan.
- A copy will be kept in the Class Inclusion File in the classroom for all teachers and teaching assistant to read in order to support the child in achieving their targets. A second copy will be kept in the Inclusion Filing Cabinet.
- In many cases, no further action will be needed at this stage. If this is the case, the SENCo should record such a decision. The class teacher will inform the child's parents/carers and review the Outcome Plan no later than one term from the date of the decision.

See table below

Outcome Plan

This should specify:

a. The child's curricular needs

Long term outcomes
Learning objectives, (3 or 4 short term SMART targets)
Intervention in place
Frequency of Intervention

b. Non-curricular needs

Pastoral care arrangements

c. Review Arrangements

Review date, people to be involved (e.g. TA, parents)

- A copy of the Outcome Plan must be kept in the Class Inclusion File and in the SENCo Filing Cabinet.
- The targets should be decided upon with the child.
- Regular reviews should focus on:
 - My Outcome Plan Review**
 - The progress made by the child**
 - The effectiveness of the plan**
 - Updated information and advice**
 - Future action**
- The outcome of the review may be:
 - **The child no longer needs special educational provision** – The parents/carers are informed and the teachers continue to ensure adequate progress continues.
 - The child should continue at **SEND support stage** – if adequate progress has been made it will be necessary to draw up new short-term targets. This may specify new learning objectives in the light of experience of the first plan. Progress will be reviewed after one term.
 - If after a period of no longer than two reviews at the SEND support phase the individual plans have not resulted in the child making adequate progress, the teacher and SENCo in consultation with the Head teacher may decide to move the child to **SEND Support with External Agencies**.

13.2 **SEND Support with External Agencies**

At this phase the SENCo and class teacher share the responsibility for assessing the child's learning difficulty and planning, monitoring and reviewing the special educational provision.

- SENCo and class teacher to arrange a meeting with parents/carers to discuss appropriate support and concerns.
- On the basis of information available, the SENCo, in consultation with the class teacher will seek external advice.
- The SENCo and class teacher will set a review date within one term.

The class teacher should convene the review meeting which should focus upon:

13.3 **SEND Support with External Agencies Review**

- **The progress made by the child**
- **The effectiveness of the education plan**
- **Updated information and advice**
- **Future action**
- **Parents'/Carers'/child's views**

14 **The outcome of the review may be:**

- The child reverts to SEND support – the child's progress has been significant and many perceived needs have been met – new short-term objectives may be drawn up: the parents/carers are informed and a further review date agreed.
- The child should continue at SEND Support with External Agencies – the child's progress has been satisfactory. New short-term objectives and intervention plans may be drawn up in light of previous experience. Progress reviewed after one term.
- The school or parents/carers will request the LEA to initiate a statutory assessment – if after a maximum of two review periods at SEND Support with External Agencies the pupil is still demonstrating significant cause for concern.
- The procedure as set out in the Code of Practice 2014 will be followed.
- Whatever course of action is taken the arrangements for a review should be put in place and the child's parents/carers informed.

- The child may be given an Education and Health and Care Plan (EHCP) as a result of this assessment. If not, the child will return to SEND Support provision.

15 Monitoring and Evaluation

We will monitor and evaluate the success of our policies for and the progress made by pupils with SEN using the following:

- Early Years Foundation Stage Profile
- Teacher Assessment
- Assessment Files
- Target Setting
- Termly Pupil Progress Meetings
- Termly Outcome Plan reviews
- SATS
- Parents/Carers comments
- Teacher Assistant comments
- Marking
- Work scrutiny
- Outside agencies
- Discussion with pupils

16 Evaluation

Evidence will be sought to show that full implementation has been completed at all levels of the school policy. Reference will be made to the aims set out at the beginning of this document.

17 Supporting Pupils at School with a Medical Condition

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a EHC plan which brings together health and social care needs, as well as the SEN provision and the SEND Code of Practice 2014 will be followed.

All teaching assistants are first aid trained. Health care plans are shared with all staff to ensure that pupils health and safety is maintained. Health care plans are also displayed in the staff room. The school is a nut free zone.

18 Training and Resources

Training needs are identified through staff consultations, INSET and appraisals. All staff are encouraged to attend training and development to maintain and develop the quality of teaching and provision.

All teachers and support staff undertake induction on taking up a post and this includes time with the SENCo to explain the systems and structures in place around the schools SEND provision and practice to discuss the needs of individual pupils.

The SENCo regularly attends the Local Authority's (LA) SENCo network meetings in order to keep up to date with local and national updates in SEND.

19 Complaints Procedure

Please refer to the Complaints Policy

This version supersedes the Policy dated July 2018

Headteacher:		Date:	
Chair of Ratifying Committee / Governing Body:		Date:	