

Special Educational Needs Policy

Spring 2015

Author: K. McAuley

Section 1: Policy statement

Vision and Ethos:

At St. Paul's school our primary aim is for each pupil to thrive in a happy and secure environment and to be given every opportunity to maximise their full potential. This is in keeping with the school's Mission Statement as well as our Curriculum, Learning and Assessment Policy and Equality Policy and Scheme.

We aim to identify any special needs as early as possible and to provide the appropriate support and resources to enable all children to participate in school life successfully. Some pupils will have special needs for a short time, whilst others will need support throughout their school life.

St Paul's mission statement:

“To sustain through example the moral and religious beliefs of the Catholic faith in a secure, caring and happy environment, thus fostering the distinct nature of our Catholic School. To ensure that each child has the opportunity and assistance required to achieve their full potential academically, physically and spiritually.”

St Paul's aims;

To value our children and to achieve a common aim.

To encourage pupils to develop self-discipline and independent learning.

To enable all members of the school community to develop and grow as individuals.

To foster in the children a caring attitude to the needs of others and the environment.

To instill respect and tolerance of other pupils and eventually, through example, of other races, religions and ways of life.

To help pupils acquire the knowledge and skills relevant to adult life.

To enable each child to make his/her own valuable contribution to society.

To help the children develop lively, enquiring minds and to apply their knowledge to given tasks through carefully planned activities suited to the individual child.

Definition of SEN:

A child with Special Educational Needs at St. Paul's Catholic Primary School is any child who requires special educational provision to be made for them.

We use the definition of special educational provision from the SEND Code of Practice (2014)

“ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

It is the deliberate decision of St Paul's Catholic Primary School not to have a separate 'Gifted and Talented' register as such pupils are already included in the Special Educational Needs Register.

Key roles and responsibilities within the school:

The SENCo has day to day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care (EHC) plans. In September 2009 it became law for every new SENCO in a mainstream school to gain the Master's-level National Award for Special Educational Needs Co-ordinator within 3 years of taking up the post which must be held by a qualified teacher. Part of the role of SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Duties include;

- To be a focal point for SEN advice within the school, providing support to class teachers
- Co-ordination of the graduated approach to the school based assessment systems, ensuring the involvement of parents, pupils and outside agencies where necessary.
- Maintenance of the school's SEN records
- To liase with outside agencies/governors
- School representative at SEN external meetings, reviews and conferences.

SENCo: Mrs Katherine McAuley

Contact details: senco@stpauls-thamesditton.surrey.sch.uk

SEN Leadership Team representative: Mrs Katherine McAuley

SEN Governor: Mr Simon Rawsthorne

The SEN governor acts as the link between the governing body and the school in relation to pupils with SEN. The SEN governor helps to raise awareness of SEN issues at governing

body meetings and give up-to-date information on SEN provision within the school. The SEN governor also helps review the school's policy on provision for pupils with SEN and ensures that parents have access to the policy and have confidence in this provision.

Introduction

How the policy was put together

This policy was created and reviewed in partnership with a variety of stakeholders. SENCo, representative staff, the Head teacher and Leadership team, Full Governing body including SEN Governor and parents and pupils with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding policy
- Accessibility plan
- Teachers Standards 2012

How the policy can be accessed

You can access our policy by;

- Looking on the school website <http://www.stpauls-thamesditton.surrey.sch.uk/>
- Requesting a hard copy at the school office

Please let us know if you need this to be made available to you in a different format.

Aims and Objectives

Aims

- Rapid and early detection of SEN.
- To have individual needs recognised and addressed
- Equality of access to the curriculum
- To ensure all challenging targets are set and met
- To employ effective interventions that result in children leaving the SENCo's care
- To communicate and engage effectively with all parties, school, child and parents, ensuring all are fully informed

Objectives

In order to achieve our principle aims as stated above and to continue to raise the awareness and understanding of SEN within the school community, we intend to employ a number of specific initiatives throughout 2015 – 2016. These are detailed below;

Objective	To be reviewed Summer 2016
A full review of current SEN practice	
Staff training and development to ensure they have the knowledge required to detect SEN at early stages	
Staff training and development on engaging and involving parents	
Staff training and development in teaching children with SEN.	
Continuous monitoring of provision in place via provision map, observations, data, PASS and questionnaires	
Review and embed new SEND Support Arrangements	
Monitor transition process to ensure all information is transferred smoothly.	
To continue to increase Governors awareness of SEN progress and practice.	

Section 2 – Identification and Assessment of Pupils with Special Educational Needs

Identification of Needs

At St. Paul's school we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child.

These needs are classified into 4 groups, defined below as in the Special Educational Needs and disability Code of Practice: 0-25, January 2015

Communication and interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand, or use, the rules of social communication. “

Cognition and learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.”

“Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.”

Social, emotional and mental health difficulties

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

Sensory and/or physical needs

“ Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-

sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

Whilst the Code of Practice focuses on children under achieving in these areas, we identify and recognise that a child may need specialist educational provision put in place for them due to an over achievement under any of the above headings.

A graduated approach to SEN (appendix i)

Please see attached document which was written in conjunction with the ‘Surrey SEND 14 Support Arrangement Process’.

How we decide whether or not to make special educational provision

As depicted on the graduated response document, initially interventions will be class based. Should these interventions not be successful, a referral to the SENCo by the class teacher will be made.

At this stage some further assessments may well be carried out. The class teacher and SENCo will consider all information gathered to include;

- ✓ Observations
- ✓ Formative assessments
- ✓ Summative assessments
- ✓ The pupils starting point
- ✓ Progress made
- ✓ Age comparative
- ✓ National comparative
- ✓ Surrey’s ‘Banding Arrangements for School Aged Pupils’

http://new.surreycc.gov.uk/data/assets/pdf_file/0014/32252/SEND_Banding-Arrangements-for-School-age-Pupils_120814_v1.1.pdf

This information will be used to judge if the child’s needs can be met within classroom interventions or if additional support is required.

The outcome of this analysis will be shared with parents at the review meeting who will be notified of and consulted on the next steps and planned review date.

If additional support is required, working with the parents and child, these details will be recorded as part of a **SEND support arrangement** (appendix ii). The child will then be

added to the **Special Educational Needs register**, written confirmation to parents will be sent to confirm this.

Should you have any concerns regarding your child in relation to SEN please speak directly to their class teacher who will be able to advise.

Section 3 – SEN Provision

What we mean by additional support

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in class activities
- Making sure that your child has understood things by encouraging them to ask questions
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties.

Please see

http://www.stpauls-thamesditton.surrey.sch.uk/documents/SEN_14Questions.pdf

for further information

Managing the needs of Pupils on the SEN register

The responsibility for ensuring all the children's needs, academic, spiritual and emotional, are met lies with the class teacher.

The children are being continually assessed by all the professionals they work with, within the guidelines for assessment as stipulated in the Curriculum, Learning and Assessment policy;

“Assessment which:

- **is pertinent to moving the children's learning forward**

- identifies success as well as developmental next steps
- is a balanced combination of self and peer assessment as well as teacher review
- can provide useful information for parents and partner professionals
- incorporates a range of assessment techniques, both formative and summative for formal (test/exams) and informal (learning reviews) uses.
- is recorded in a beneficial manner that aids monitoring from other teachers and subject leaders.”

This assessment, in conjunction with parental dialogue and feedback, allows us to gauge whether or not the interventions in place are having the required impact.

In addition, the impact of all interventions on children’s social and emotional development must be taken into consideration and planned for accordingly.

The following systems detail how the children’s needs are reviewed and assessed over the period of an academic year.

These systems are used as additional provision, in addition to the high level of observation and assessment within the classroom by the class teacher, year group leader and leadership team.

Autumn Term
Target setting SEND support arrangements meeting
Weekly ‘walk round’ observations
Focussed 30 min observations
Tracking of data on the SEN provision map
Child led provision questionnaires (where age appropriate)
Observation and planning of SEN specific groups
SEND support arrangements review meeting
Spring Term
Weekly ‘walk round’ observations
Focussed 30 min observations
Tracking of data on the SEN provision map
Child led provision questionnaires (where age appropriate)
Observation and planning of SEN specific groups
SEND support arrangements review meeting
Summer Term
Weekly ‘walk round’ observations
Focussed 30 min observations
Tracking of data on the SEN provision map
Child led provision questionnaires (where age appropriate)
Observation and planning of SEN specific groups
SEND support arrangements review meeting
Transition planning meeting

All of these techniques are used to establish the effectiveness of interventions in place. When an intervention is not having the necessary impact, we refer back to the **Graduated Response** (appendix i).

Supporting parents and carers

Should you have any concerns or questions please do speak with your class teacher initially and then the SENCo at senco@stpauls-thamesditton.surrey.sch.uk.

Further information and support can be obtained on the St. Paul's website:

http://www.stpauls-thamesditton.surrey.sch.uk/documents/SEN_14Questions.pdf

Alternatively, the Surrey organisation 'Surrey Parent Partnership' can offer independent support and advice; <http://www.sendadvice.surrey.org.uk>.

Storing and Managing Information

All data is held in line with our Data Protection policy which can be found here;

<http://www.stpauls-thamesditton.surrey.sch.uk/documents/data-protection-policy21July14.pdf>

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the SENCo.

It will next be reviewed in Christmas Term 2016, earlier if legislation or guidance changes.

Acronyms

DfE – Department for Education

EHC – Education and Health Care Plan

HI – Hearing Impairment

MLD – Moderate Learning Difficulties

MSI – Multi Sensory Impairment

PMLD – Profound and Multiple Learning Difficulties

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

SEN – Special Educational Needs

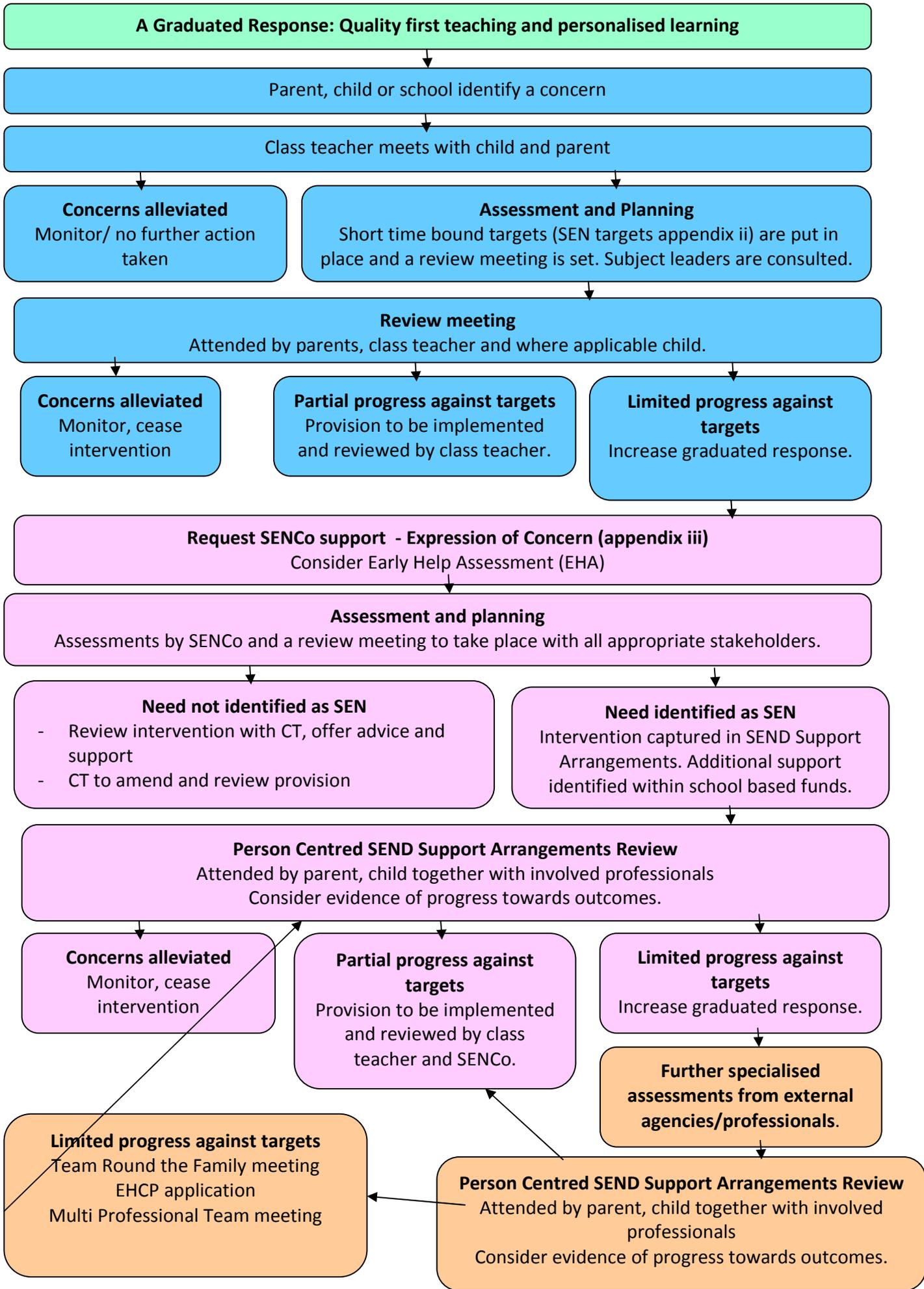
SLCN – Speech, Language and Communication Needs

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

VI – Visual Impairment

PD - Physical Disability





SEND Support Arrangements

Name:

*To be used in conjunction with the SEND Support Arrangements Guidance for
Education settings*

**[FIRSTNAME]'s Surrey SEND Support Arrangements
One Page Profile**

Photo (Optional)

What is important to me.

**What people like about me
and what I like about
myself**

How best to support me.

Date Completed	
Completed by	

SECTION 2 - [FIRSTNAME]'s SEND Support Arrangements

Version:
Draft or Final: Draft

	Date
Original SEND Support Plan:	
Amendment 1:	
Amendment 2:	
Amendment 3:	

Contents	Pages
Section 1 One Page Profile	
Section 2 SEN Support Arrangements	
Section 3 [FIRSTNAME]'s story	
Section 4 [FIRSTNAME]'s special educational needs and other needs	
Section 5 SEN Support Arrangements	
Section 6 Progress data	
Section 7 Resources	
Section 8 Log of external practitioners involvement	
Section 9 Supporting Information	

Who else has been included in writing this plan?

Further details

Family Name:		First Name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Who has parental responsibility?:			
LAC status:			
Siblings:			
Contact address for child or young person:			
Contact addresses for parent/carers:			
Telephone:		Mobile:	
Email:			
SEND Case Worker Name and Email			
Year group:		Placed out of year:	
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

School Details

School Name:		School Contact Name:	
Address:		Postcode	
Email (if any):			

SECTION 3 – [FIRSTNAME]'s story

Firstname's story – play, health, schooling, independence, friends and relationships, further education, future plans.

Firstname's family's story

More information on how to support Firstname's and his/her family

Firstname's aspirations

Firstname's family's aspirations for him/her

How Firstname's and his/her family have taken part in this plan

SECTION 4 - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

More detailed information:

Communication and Interaction

Strengths and achievements:

-

Special Educational Needs:

-

Cognition and Learning:

Strengths and achievements:

-

Special Educational Needs:

-

Social, Emotional and Mental Health:

Strengths and achievements:

-

Special Educational Needs:

-

Sensory and Physical:

Strengths and achievements:

-

Special Educational Needs:

-

Summary of other needs

Prompt questions:

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

Early Help Assessment Considered but not necessary	Date of Decision:
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Early Help Assessment Completed	Date of Decision:
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NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

SECTION 5 – SEN Support Arrangements Plan

Start date:

Pupil name:

Plan number:

[Please extend boxes / add additional outcomes as necessary]

OUTCOME (1) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (2) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (3) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (4) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

SECTION 6 – [FIRSTNAME]'s Progress Data

Data attached (please state below)

Progress tracker (to include EYFS/National Curriculum levels)	Yes / No
Standardised assessments	Yes / No
Other, please specify:	Yes / No

SECTION 7 - Resources

	Date	Attached (YES/NO)
Costed provision map 1		Yes / No
Costed provision map 2		Yes / No

OR

	Date	Attached (YES/NO)
Schedule 2 IPA		Yes / No

OR

	Date of receipt	Costed provision map attached (YES/NO)
Early Years Inclusion Grant		Yes / No
Discretionary funding		Yes / No

SECTION 8 - Log of external practitioner's involvement

Team/service and name	Date of involvement	Report in supporting information B (Yes/ no)

SECTION 9 - Supporting information

Please enter any supporting information below



St. Paul's Catholic Primary School
Target Setting Sheet

Name: Date of Birth: Age:		Current Class: Targets set: To be reviewed on:		
<u>Things that I find difficult</u>	<u>My Targets</u>	<u>What do I need to do?</u>	<u>Who is going to help me and when?</u>	<u>How did I get on?</u>
Targets agreed by: Child Signed: _____ Parent/s Signed: _____ Class teacher Signed: _____				