St. Joseph's Catholic Primary School

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;

- to ensure the school has an Accessibility Plan in line with statutory guidelines.

- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;

- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of his/her duties.

The Special Educational Needs Co-coordinator (SENCo)

NAME: Mrs A Podmore

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

Note- The SENCo will often have additional roles such as managing staff who work specifically with pupils who have special needs; it may be appropriate at this point to state responsibilities briefly and to append a fuller job description. Consideration also needs to be given to section 6.91 of the Code of Practice regarding time and admin support requirements of the role.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person NAME: Mrs A Podmore (SENCo)
The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Mrs Podmore (SENCo) who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

SPECIAL FACILITIES

The school's Accessibility Plan should have reference to access for disabled pupils, e.g. Whether there are special ramps, toilet facilities, signage etc.

The Action Plan will show how the school will improve access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan will show *how* the school will improve the delivery of information to pupils (not parents/careers).

If your school is not accessible to pupils in wheelchairs it would be desirable to express this in terms of there being a need to develop the necessary facilities with the LA before accommodating pupils in wheelchairs. You might wish to refer to any special resource room, IT or other equipment in this section.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Note: It is envisaged that head teachers will wish to involve staff in discussion about the arrangements suitable for their school before governors agree the detail of their graduated response to the Code of Practice.

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support)

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

    - makes little or no progress
    - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
    - persistent emotional difficulties which continue despite management techniques generally used in the school
    - has significant sensory or physical problems that impact on their ability to learn
    - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be a year head, form tutor etc.)

4. All information about the pupil from within the school, together with any additional information from the parents will be considered.

5. The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

6. The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;

    - within the school, using pastoral systems and identified link staff working in departments and faculties
    - progress tracking information
    - parents/carers and the pupil.

7. The class or subject teacher, working the SENCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Plan.

8. The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Plan (IP).

9. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPs should be planned and agreed with all staff and endorsed by senior management.)

10. The IP will be reviewed on a termly basis.

11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs.

12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.

13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

15. If the pupil or young person:

    - continues to make little or no progress in specific areas over a long period of time
    - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
    - continues to have difficulty in developing literacy and numeracy skills

- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/SENCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENCo will seek;
    - written advice from parents and professionals
    - ascertain the views of the pupil
    - convene the review meeting
    - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
    - the pupil's parent/carer
    - relevant teacher/s and TA/s
    - representative of the LA
    - the pupil
    - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCo or representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan(EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15th. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

The Annual Review in Year Nine

The annual review of the Education, Health and Care Plan in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically focus on preparing for adulthood, including employment, independent living and participation in society. This must be built into the Plan.

The Independent Participation Advisor supports all young people aged 13-19 with special educational needs, including those without Education, Health and Care Plans. The school will consult with the Independent Participation Advisor, as appropriate, to ensure that any pupil with special educational needs receives support with regards to their further education. The pupil and parents will be fully involved in this process.

The Final Review in School

The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school and liaison preferably through a person centered review will take place with the receiving Further Education Provision.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.
Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

LEAVING SCHOOL

When a pupil leaves the school, the SENCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges, who receive our pupils and with the Independent Participation Advisor. This is particularly so in respect of pupils with SEN or disabilities.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCO/INCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

Our School Prospectus contains the following passage:

"If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the ***governing body/ special needs committee of the Governors / special needs governor*** who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting."

MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEN INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

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