



St. Catherine's C of E Primary School

SEND Policy

SEND Policy Autumn 2017

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3 (page 6)

From 1st September 2014 the provisions of the children's and families bill, its associated regulations and the code of practise will be enforced.

The principles underlying the code of practise are:

- Greater partnership working with families and other agencies
- Early identification of need
- Quality phased responses
- Quality 1st teaching
- 0-25 years

1. Aims and Objectives

To establish and nurture effective partnership working with parents, pupils and other agencies.

- 1.1 The Governing Body and teaching staff will make best endeavours to meet the needs of all children with special educational needs.
- 1.2 The staff and governors in the school are aware of the importance of Early identification of pupils who have additional needs including those with special educational needs.
- 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 High quality teaching and differentiation will ensure that all staff will enable pupils with special educational needs to access to all appropriate activities alongside their peers. This will ensure effective use of resources.

2. Responsible Persons

Governors

In co-operation with the Headteacher the governors are responsible for developing and monitoring the schools SEN policy and procedures in the context of current legislation.

Headteacher

Is responsible for the monitoring of the provision of SEN in collaboration with the sendico

SENDCO

Is responsible liaising and working closely with teachers and other partners to ensure effective day to day operation and management of the schools policy and for co-ordinating the provision for pupils with SEN.

Teachers

Responsible for the provision of appropriate quality education for all pupils in their class. This should encompass high quality differentiation in order to meet the needs of all children in order to facilitate good progress.

Parents

Successful partnerships with parents are recognised as a key contributory factor of good pupil progress. The school works closely with parents establishing effective dialogues through listening conversations and ensuring impact in the classroom and at home.

Pupils

Pupil voice is an important factor within school life to enable the regular evaluation of curriculum experiences. This includes pupil conferencing and pupil led classroom planning.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such St Catherine's School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

4 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

- 4.7 Children with Special Educational Needs are monitored in the playground during break time if appropriate.
- 4.8 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.9 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.10 Children with Special Educational Needs are monitored in the playground during lunch time if appropriate.

5. Providing the graduated response at “SEN support” category

The school offers a differentiated curriculum. When a pupil fails to make progress following high quality inclusive teaching and wave 2 intervention showing signs of difficulty in some of the following areas : cognition and learning; communication and interaction; physical; social, mental and emotional, the school will place the pupil at SEN support level. Provision will then focus on:

- Classroom organisation and management
- In – class support by teacher / learning support assistant
- Withdrawal of individuals/ small groups as appropriate
- Home/ school reading schemes
- Use of specialist equipment
- Alternative teaching strategies
- Liaising with external agencies

Parents will be informed and pupils will be involved in decisions taken at this stage. A learning support plan for this child will be drawn up and reviewed in partnership with all involved.

6. Identification and Assessment – a graduated response

The statementing process has been replaced with an Educational Healthcare Plan. For those pupils already provided with a statement the county will transfer onto the new system over the next 3 years, with children at transitional periods taking priority.

- 6.1 If progress is still not achieved despite specific input at SEN support level the school will work in partnership with parents and other agencies to draw up an Educational Healthcare Plan (EHC). All parties involved will be required to provide evidence that the support thus far has not been successful.
- 6.2 Identification of special educational needs will be undertaken by all staff in partnership with the SENDCO and the appropriate records and forms will be maintained in order to track progress and effectiveness of interventions. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCO together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.
- 6.3 The progress of children with special educational needs will be reviewed through regular, half termly formative and summative assessments. Support plan reviews will be held termly in partnership with parents and pupils. Additionally, the

progress of children with an Education, Health and Care plan will be reviewed annually, as required by legislation.

6.4 Detailed records will be kept of the pupils receiving extra teaching support and the impact of this support.

7. Resources

7.2 The school allocates funds to support pupils with Educational Healthcare Plans. The school has also been allocated money for Social deprivation and pupil premium. All this money is used to support pupils on the SEN support category, to subsidise pupils with Educational Healthcare Plans.

The school further supplements this money from its pupil led funding to ensure that all classes have a high level of TA support to provide early intervention.

7.3 The Governing Body allocate resources according to the number of children placed on SEN support and the distribution of these children through the school. (see local offer/ school offer)

Currently the school has
33 pupils on SEN support
4 children with Educational Health Care Plans

7.4 The Local Education Authority makes funds available to the school to support the pupils who are the subject of Educational Healthcare plans. Some may have the option of taking a personal budget which they can be part of the decision making for meeting the additional needs of their child in one of 3 ways.

- School has full control of the budget
- Parents control budget in agreement with the school
- Parents hold the budget in a separate account and approach the school to discuss appropriate spending of the budget in agreement together.

8. Partnership

Parents will always be informed when an external agency becomes involved with their child.

8.1 Regular liaison is maintained with the following external agencies for pupils on SEN support and pupils with Education Healthcare Plans [as applicable]

- SEN Support services
- Psychological Services
- Social Services
- Audiology Services
- Health Service
- Family Support Services
- Early Years Service
- Speech and Language Therapist
- Behaviour Support Service
- Dyslexia Support Service
- CAMHS
- Health Visitors

- 8.2 Liaison is maintained with Launceston College regarding transition and support as part of the local offer.
- 8.3 The school releases Mrs Laithwaite (SENDCo) from Class for 4 mornings per week. The SENCO works closely with the SEN Governor who reports termly to the Governors Curriculum Committee and through them to the Governing Body.

9 Arrangements for the Treatment of Complaints:

The Complaints procedure is included in the Complaints Policy and this is reviewed annually by the Governing Body.

10. Staff Development

- 10.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan.

11. Evaluating Success

- 11.1. This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' learning support plan, progress review and/or annual review. In addition evidence will be gathered regarding:
- Staff awareness of individual pupil need
 - Pupil progress meetings
 - Success of the identification process at an early stage
 - Academic progress of pupils with special educational needs
 - Number of exclusions
 - Number of children supported by the funding allocation for special educational needs
 - Consultation with parents
 - Pupils' awareness of their targets and achievements.

