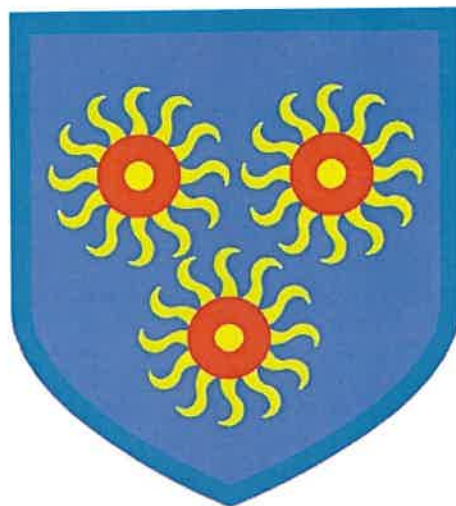


# **Special Educational Needs and Disabilities Policy**



## **St Edmund's Catholic Primary School**

**Approved by Governors: 20<sup>th</sup> February 2023**

**Review Date:**



## St Edmund's Catholic Primary School Special Educational Needs and Disabilities Policy

At St Edmund's Catholic Primary School we recognise that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- 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
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area
- for children under two, educational provision of any kind. (Education Act 1996)

This document provides a framework for the identification of and provision for children with special educational needs. It is written for the benefit of the children, parents and all members of the school community to ensure that the potential of every child is maximized, irrespective of ability, disability, race, gender, religion and social background, and to enable equality of access to the curriculum in an environment where every child is valued and respected.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

**Statement of Intent :**

We aim to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

**Aims:**

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum and the Early Years Foundation Stage Curriculum in a positive framework.
- To ensure that these children are fully included in the activities of the school in order to promote their highest levels of achievement.
- To encourage involvement of parents, carers, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

**Objectives:**

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs through all staff sharing responsibility.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education and fully reflects the schools positive behaviour policy.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in a partnership with the child's parents/carers and other external agencies to provide for the child's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

## **Procedure**

### **Roles and Responsibilities:**

#### **The Governing Body has:**

- appointed a member of staff to be the Special Needs Co-ordinator (SENCO);
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;

#### **In co-operation with the Headteacher and SENCO:**

- determining the school's general policy and approach to the provision for children with special educational needs and disabilities.
- Establishing the appropriate staff and funding arrangements.
- Maintaining a monitoring overview of the school's work.
- Reviewing the SEN Policy and reporting to parents annually.

#### **The Headteacher will:**

- ensure that the daily management of SEN provision is effective;
- work closely with the SENCO and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN;
- ensure all school personnel and parents are aware of and comply with this policy;
- in conjunction with the Leadership Team, will be responsible for monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken;
- annually report to the Governing Body on the success and development of this policy.

#### **The SENCO will:**

- work closely with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- coordinate the educational and support provision for all pupils identified with special educational needs with the Headteacher;
- lead the development of this policy throughout the school;
- meet regularly with the nominated governor;
- ensure individual education plans are in place;
- Oversee the records of all children with SEN and Disabilities;
- regularly liaise with parents of pupils identified with special educational needs;
- provide guidance and support to all staff;

- liaise with external agencies (including the LA's support and Educational Psychology Service, Health and Social Services and Voluntary bodies) and feeder and transitional schools;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

All teaching and non-teaching staff must be aware of the school's procedure for identifying, assessing, monitoring and making provision for the pupils with SEN and Disabilities.

#### **Parents will**

- work closely with the school in order to develop a partnership that will support pupils with SEN and Disabilities.
- Have the opportunity to participate in the review of Class Provision Maps and Support Plans;
- Attend annual reviews for EHCP children.

We encourage **pupils** with special educational needs and disabilities to understand their rights and to informally take part in:

- Assessing their needs;
- Devising their provision;
- Setting learning targets;
- The annual review.

#### **Admissions**

St Edmund's strives to be a fully inclusive school. Hence, as stated in our schools Admission Policy, we will:

- treat all applications equally and we will not discriminate against pupils with special educational needs and disabilities;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs and disabilities because we feel that we will be unable to provide the necessary support.

#### **Complaints Procedure**

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

## **Curriculum**

The school aims to provide pupils with: -

- an inclusive ethos;
- a broad and balanced curriculum;
- a curriculum which is differentiated to their needs;
- Systems for early identification of barriers to learning and participation;
- a range of teaching strategies and settings may be used depending upon the nature of the child's needs;
- High expectations and suitable targets for all children;

## **Range of Provision**

The school aims to provide a variety of provision by way of:-

- in-class support either individually or in small groups with teachers and/or learning support assistants
- withdrawal support either individually or in small groups with teachers or learning support assistants

## **Early identification**

We feel it is vital that pupils with SEN and Disabilities are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEN and Disabilities.

We will inform parents at the earliest opportunity of the school's concerns and ensure that the appropriate provision will be made for their child in partnership with parents.

## **Assessment**

It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's present and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests to identify children who:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural/ social difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

**The SENCO** in collaboration with the class teacher will: -

- consult with parents
- advise and support the class teacher/staff
- ensure an appropriate Class Provision Map is in place
- ensure relevant background information is in place

### **Graduated Response to Pupils' Needs**

Once pupils have been identified as having SEN/Disability the school will intervene through a **four-part cycle** as advocated in the Code of Practice (CoP).

1. **Assess Needs:** The school will monitor and review the progress and development of all children and young people
  - high quality teaching, differentiated for each child is the first step in meeting the needs of pupils who have or may have SEN
  - most children and young people can make progress if they are taught in this way
2. **Plan:** Where a child's progress in school gives cause for concern, trained staff will work in partnership with parents and carers to develop a plan to ensure the child with SEN or disability receives the support they need for their future learning and development
  - class teachers, supported by the Senior Leadership Team, should regularly assess progress for all pupils
  - where a child is falling behind or making inadequate progress (given their age and starting point) they should be given extra support

3. **Do:** This graduated response is led and coordinated by the SENCO
  - they will work with and support colleagues
  - parents and carers should be included in this cycle
  - parents and carers should be made aware of intended outcomes; they should be included in any review of progress in achieving these outcomes
  
4. **Review:** A date should be agreed for reviewing the effectiveness of the support and the difference it has made to the child's progress

Advice and support will be sort from external agencies if the child has shown no or limited progress or their needs are profound. These agencies can also help in identifying those pupils whose need for long term support is at a level where an EHC Plan might be needed.

### **Support Plan – Running Record**

If a child's needs are profound or they are not responding to three cycles of Assess, Plan, Do, Review, class teachers and other professionals will track the difference made by any support offered to the child or young person; they will need to provide this information so that it can be used as evidence towards any EHC assessment.

### **Education Health and Care Plan**

If the school cannot meet the needs of your child using the intervention support they usually offer to children who need extra help, Tower Hamlet's Council may carry out a needs assessment. This is called an Education Health and Care Assessment or EHC assessment. When your child's needs have been assessed, a plan for meeting them may be drawn up. This plan is called an Education Health and Care Plan (EHCP). Pupils with an EHCP will receive an Individual Support Plan, by the school, to enable long-term outcomes to be broken down into short term targets.

If a EHCP is agreed, the provision for the pupil's SEN and Disability will be summarised in the document. The school undertakes to carry out the specific requirements as outlined in the EHCP beginning with a planning meeting with the parents, appropriate staff and representatives from outside agencies.

The objectives, provision and outcome are reviewed annually, where new targets are discussed and are used for the basis of termly Individual Support Plans.



Individual Support Plan reviews should: -

- take place termly or at least twice a year
- record the extent to which targets have been met
- set new targets, outline new strategies and the provision to be made

**The Annual Review** will: -

- assess the progress of the pupil in relation to the Individual Support Plan targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing EHCP
- set new targets for the following year

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

**Monitoring** pupil progress is vital and is undertaken in line with the school's monitoring policy.

### **Partnerships**

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with SEN and Disabilities will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for SEN and Disabilities in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Identified **in-service training** will be undertaken in line with the school's Professional Development Policy.

### **Evaluation and Review**

The effectiveness of the **SEN and Disabilities provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **SEN and Disabilities policy** document is undertaken every year. The SEN and Disabilities policy is a working document and is kept under constant review.

This policy was adopted on:

Signed:

