



*"Education for life in the love of God and Neighbour"*

# **St Gregory's Catholic Primary School SEND Information Report**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**Updated Jan 2015**

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### SPECIAL EDUCATIONAL NEEDS POLICY

#### Our Aims:

At St Gregory's we believe that every child is entitled to a curriculum that enables him/her to achieve the highest levels possible and which develops the whole school child by catering for his/her social, emotional, intellectual and moral development whilst encouraging purpose, self-discipline and independence in a caring and secure environment.

The staff of St Gregory's are committed to the ethos of integration of special needs children into every facet of school life and see this as being hugely beneficial and enriching to the school as a whole.

The emphasis is on a whole school approach. All teachers take a responsibility for providing all children within their class with realistic and achievable learning targets in a broad-based, appropriate curriculum both by curriculum design and teaching approaches. A teacher will seek help and support from the SEN co-ordinator when pinpointing the precise needs of some children and will work on individual programmes of work geared to meet these needs. The participation in the National Curriculum by pupils with Special Educational Needs is most likely to be achieved by encouraging good practice for all pupils. The majority of pupils' learning difficulties simply require work to be suitably presented and differentiated to match their needs, thus fostering success.

St Gregory's are committed to meeting the special educational needs of all pupils and ensuring that they make excellent progress. In line with our mission statement, it is our aim that all children with S.E.N. be identified and assessed as quickly and as thoroughly as possible, so that we can provide an education that is matched to their needs and ability, thus providing the opportunity for them to reach their full potential in a supportive, caring and inclusive environment.

#### Identification and definitions.

Triggers for identification will be underpinned by evidence about a child who despite differentiated teaching approaches fails to make progress resulting in poor attainment. They may also display persistent interaction or emotional difficulties which impact attainment. Despite receiving the schools behaviour management and pastoral support this fails to ameliorate the difficulty.

When a class teacher identifies a child with SEN they should provide interventions that are additional to or different from those provided as part of their normal differentiated teaching and learning.

There is sometimes the expectation that there will be one to one support given to the child. This may not be the most appropriate way of helping the child. A more appropriate approach may be different learning materials / equipment, individual or group support, extra adult time devising and monitoring plans and their effectiveness. School may also access external support for occasional advice on strategies.

If the child continues to fail to make progress over a long period and is substantially below National Curriculum levels or has emotional / behavioural difficulties which substantially hinder their own or the classes learning despite having extra support then at this stage external support services will be also used, such as specialist external teachers.

### OBJECTIVES

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress, we will:

- 1) Ensure that pupils participate fully in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- 2) All children in school to be able to identify their learning needs and targets for improvement and be fully included in school life.
- 3) Ensure good working relationships with parents, carers and the community.
- 4) To ensure parents feel comfortable discussing their child's needs in school.
- 5) To ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- 6) To focus on developing good working partnerships between class teachers and teaching assistants to provide appropriate and effective support in class.
- 7) To identify general and specific strategies that supports the learning of children with SEN in class.
- 8) For the curriculum to be appropriately differentiated to meet the needs of all pupils to ensure full inclusion of all pupils in the classroom.

9) Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

10) To use tracking on a half termly basis to identify children who are not making sufficient progress to achieve end of year targets.

11) Hold pupil progress review meetings termly to highlight where children are showing any signs of being off track.

12) Ensure all teaching and non-teaching staff are able to meet the learning needs of Special Educational Needs pupils.

13) As SENCO I will attend all cluster meetings and begin to become familiar with the new SEN code of practice and implications of Education Health and Care plans. In turn I will disseminate, alongside the Head teacher this information to all colleagues.

14) Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Transition from nursery to school is key and we will continue to liaise with nurseries regarding new intake pupils in the reception year who have special educational needs. We will also liaise with secondary school staff for pupils with SEN transferring to year 7. The SENCO will also liaise with any outside agencies following discussion and permission from parents.

### ROLES and RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure the full governing body is kept informed of how the school is meeting the statutory requirements. At St Gregory's School this role is undertaken by Mrs. Ryan who will meet termly with the SENCO, Mrs Lindsey Walsh.

The Head is the school's 'responsible person' and manages the special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO will identify areas for development in special educational needs through an action plan and contribute to the school's development plan. The SENCO will co-ordinate all provision at school for those requiring additional support.

All teaching and non-teaching staff are involved in planning and implementing the school's SEN policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by

pupils with special educational needs in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO and all issues within the school will receive due consideration to special educational needs.

### ADMISSIONS

Pupils with special educational needs will be admitted to St Gregory's School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational need. Visits to nursery will also be used as a method of gaining valuable information about the child. If the school is alerted to the fact that a child may have a difficulty in learning we will make every effort to collect all relevant information and plan a relevant differentiated curriculum.

### ACCESS for DISABLED

There is now access for wheelchair users to the main ground level floor from the playground via the KS1 doors. There is also a disabled toilet located near the school office on the KS1 corridor.

### RESOURCES

The governors will ensure that the needs of all pupils are met. The Head and the SENCO will use the child's statement and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

### The provision of SEN has changed within the school in line with County Policy.

SEN provision is managed and monitored by the school's SENCO whilst each class teacher is responsible for setting the Individual Education Plans (IEPs) on a half-termly basis. Each IEP will now have learning targets that will be the focus of the teaching programme to be implemented by the teaching assistant. More complex children will be issued with a personal learning plan.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

The SENCO will attend SEN cluster group meetings and ensure that the SEN budget will be used effectively to support our most needy children.

### IDENTIFICATION, ASSESSMENT, REVIEWS

On Entry when children are first admitted to the school, the staff will endeavour to find out from parents at induction meetings whether their child may have special educational needs.

If the child has attended nursery school, the SENCO and/or reception class teacher will liaise with the staff there. A nursery IEP will be reviewed and a new transitional IEP will be drawn up for the pupil's first half-term in school.

#### Teacher Referral

If a teacher has a concern about a child; they will discuss this with the child's parents or carers and refer the child to the SENCO. This will identify areas for the SENCO to assess. Following this assessment, the SENCO will liaise with the class teacher and parents to discuss appropriate provision for their child.

#### Parental Referral

If a parent becomes concerned about their child's progress; they can express this concern to the class teacher or the SENCO. This acts a trigger for the pupil to be assessed to identify areas of strengths and weakness.

#### Curriculum and Assessment Monitoring

All children's achievement is rigorously tracked in Literacy and Numeracy and this is used for identification of SEN.

#### How a child is placed on the SEN Record

In line with County Policy, there are three waves of intervention at St Gregory's School.

Wave one support is excellent, differentiated class teaching.

Wave two support is for those pupils who do not make reasonable progress under wave one provision. They are moved to wave two provision where they receive small group support in the area of need.

Wave three support is for those pupils at wave two where small group support is insufficient for the pupil to make progress. These pupils require 1:1 daily support in order to make reasonable progress. Their parents are informed.

The school's SENCO is the key person for such assessments and referrals.

#### Movement between the three Waves of Support.

The class teacher and Head teacher, in conjunction with the SENCO, are responsible for deciding whether a pupil has made sufficient progress to move up or down the waves of support. When a pupil is moved from wave three (SEN) to wave two, they will liaise with the school's SENCO. The criteria for a wave three pupil will be: Can the pupil continue to make reasonable progress with small group support rather than 1:1 support? The criteria for a wave two pupil will be: Can the pupil continue to make reasonable progress with excellent differentiated classroom teaching?

#### IEP reviews for non-funded SEN pupils (timescales)

For SEN pupils without additional funding, the class teacher will review and devise a new IEP each half term in liaison with the pupil's teaching assistant. There will be an opportunity at parents evening where the parents are invited to discuss their child's progress for the term and be involved in setting the next IEP.

#### IEP reviews for SEN pupils with Statement funding (timescales)

The class teacher will meet with each pupil's teaching assistant and discuss progress against the learning targets on the pupil's IEP. New learning targets are then set for the following term. The parents are invited to an end of term review {parents evening} with the class teacher where they can contribute to their child's new IEP and discuss their child's progress.

#### Annual Reviews for pupils with a Statement of Special Educational Needs

If a child has a statement of special educational needs, a list of annual targets will be set from the list of objectives on the child's statement. Each term, the class teacher will use these targets to set termly IEP targets. Parents views are welcomed both at setting the statement annual targets and the IEP termly targets. The termly IEPs will be reviewed at the end of each term at parents evening and the progress of the pupil's annual targets will be reviewed at the statement annual review. Both pupils and parents will be asked to contribute to this review. If the school is concerned that the child's needs have increased or current provision is not working as expected, an early annual review can be requested by staff or parents at any time. If this is the case school would invite a member of the SENDIA team to attend.

## CURRICULUM

The school will ensure that the curriculum is made fully accessible to all children in school. For children with special educational needs this may be achieved in a variety of ways:

Differentiating programmes of study, i.e. breaking programmes into smaller stages  
Alternate ways of recording work i.e. pictures, labelled diagrams, comic strips, charts  
Using differentiated teaching styles to suit different learning styles e.g. multi-sensory approaches with increased opportunities for repetition and consolidation of concepts  
Using differentiated learning resources and materials i.e. shorter and/or easier texts, visually-supported texts, a text buddy, picture word-banks, writing frames, relevant ICT software  
Using peer support in mixed ability groups i.e. Providing additional adult 1:1 support i.e. daily 1:1 programmes, a scribe in class, Providing specialised learning resources e.g. Clicker 6, Toe by Toe differentiated weekly planning by the teacher or TA and IEP targets related to curriculum areas.

## ACCESS to the FULL LIFE of the SCHOOL

All pupils whether they have a special educational need or not, will be involved in the full life of the school. For pupils with special educational needs, this means we will encourage and support them to attend any of the after school clubs that the school runs, and that they take a full part in any school trips, sports events, assemblies and plays/productions. There is also a strong, well-established pastoral system that effectively picks up on and supports any pupil who for some reason is not participating fully in the life of the school.

## SUCCESS CRITERIA

The school needs to be confident that its special needs policy is being implemented effectively. Therefore the school will evaluate the policy by using both qualitative and quantitative judgements:

Staff views, PIVAT profiles, parental views from review meetings and questionnaires will all be evaluated. The assessment co-ordinator will also monitor progress as well as acknowledge pupil views, curriculum levels /SATs results. The EP's views and recommendations are also vital in this process.

The achievement of a child's IEP targets is also crucial to the success of the Policy.

## COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the

concern continues, then a meeting can be initiated to discuss your concerns with the SENCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Chair of Governors (Mrs Wallace) will be involved after other avenues to resolve the situation have been exhausted.

If a parent would like support through this process, they can contact the Parent Partnership Service who will offer an independent, impartial and confidential advice and support. They can be contacted by phoning the parent help-line; 0845 6014284.

### TRAINING

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO at Governors Meetings.

The Head / SENCO will be kept fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists and by reading recent Government documents.

Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Non-teaching staff that support individuals and groups of pupils also need to have a wide range of curriculum and special needs knowledge.

### OUTSIDE AGENCIES including HEALTH SERVICES

There are a number of outside agencies that the school will need to liaise with if the needs of the pupils are to be met. The following agencies are regularly used by the school:

Education - IDSS (Inclusion Disability Support Service) - EPS (Educational Psychology Service - Janet Ramsey) Team

Health - School doctor and school nurse, Speech and Language Therapy Service - Occupational therapist / physiotherapist - CAMHS -/Social Services and Parent Partnership

Lynne Crook- Independent Specialist Teacher

## PARENTS

The school will endeavour to maximise parental involvement for pupils with special educational needs. We recognise that parents know the child best and can offer valuable insight into the child's needs. Parents with pupils who have special educational needs will be involved in all stages of their education and special provision. E.g. induction of new pupils, invitations to attend termly/annual reviews to discuss progress and plan future IEPs and providing parent courses

Pupils will also contribute to their termly reviews by commenting on their own progress and requesting areas in which they would like to have future support.

## LINKS

The school's SENCO will: link with nurseries for new intake children in May, June and July and with high schools for year 6 pupils transferring; she will also link with other professionals through the schools portal service.

Written by Lindsey Walsh {SENCO}

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