



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

**Policy for  
Special Educational Needs and SEND  
Information Report**

**St Gregory's Catholic Primary School**

**Review date: Jan 2019**

## **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 SEND 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.D. 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 SEND 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. Our specialist teacher's name is Lynne Crook.

## **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 SEND 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 through analysis of data to identify children who are not making sufficient progress to achieve end of year expectations.

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

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 ensure I am 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 SEND transferring to year seven. 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 works closely 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/alongside the Headteacher and SLT 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 SEND 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 a 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 with the appropriate support.

## **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. Adjustments have also been made to the rear of the school to make school more accessible.

## **RESOURCES**

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

The provision of SEND has changed within the school in line the SEND Reform.

SEN provision is managed and monitored by the school's SENCO whilst each class teacher is responsible for setting the Learning targets alongside the specialist teacher on a termly basis. Each learning plan will now have learning targets that will be the focus on the teaching programme to be implemented usually by the teaching assistant under the direction of the class teacher..

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

The governors will ensure that finance is set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND 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 SENCO will endeavour to find out from parents at induction meetings whether their child may have special educational needs. This forms a crucial part of the Induction process.

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

### **Teacher Referral**

If a teacher has a significant concern about a child; where Wave 1 and 2 intervention has not been successful then 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 may act as 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 on I Track and this is used for identification of SEND. Pivats are also used as an effective tool for those children making small steps of progress.

### **How a child is placed on the SEND 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 may require some 1:1 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? This may take the form of an informal or more formal discussion including parents if necessary.

### **Learning Plan reviews for those identified as SEN support and those with Statement funding or an EHCP (timescales)**

Both class teachers and teaching assistants work very closely to monitor the progress against the learning targets on the pupil's learning plan. New learning targets are then set for the following term with the involvement of our specialist teacher. These are always shared with parents. All parents are invited to a parents evening with the class teacher where they can discuss their child's progress.

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

If a child has a statement of special educational needs or a EHCP, a list of targets will be set from the list of objectives on the child's statement or EHCP. Each term, the class teacher alongside the specialist teacher will use these targets to set a learning plan. The learning plans will be reviewed at the end of each term and discussed at parents evenings if needed. 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 SEND 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:

- Differentiation. Dividing the curriculum into smaller stages.

- Teachers may use alternative ways of recording work or use differentiated teaching styles to suit different learning needs.
- Using differentiated learning resources and materials.
- Providing additional adult 1:1 support.

### **Inclusive**

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 and highly effective 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.

### **Evaluation**

The school needs to be confident that its special needs policy is being implemented effectively. Therefore the school will evaluate the policy annually.

The achievement of a child's Learning Plan 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 and regular 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 - Lynne Crook {Specialist Teacher}

EPS (Educational Psychology Service - Ian Corban

Health -School Doctor and School Nurse,

Speech and Language Therapy Service

Preston East Children's Services

Occupational therapist / Physiotherapist - CAMHS -/Social Services and Parent Partnership

### **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 learning plans, complete the All about Me Profiles and provide parent with relevant 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 where necessary.

Written by Lindsey Walsh {SENCO}

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