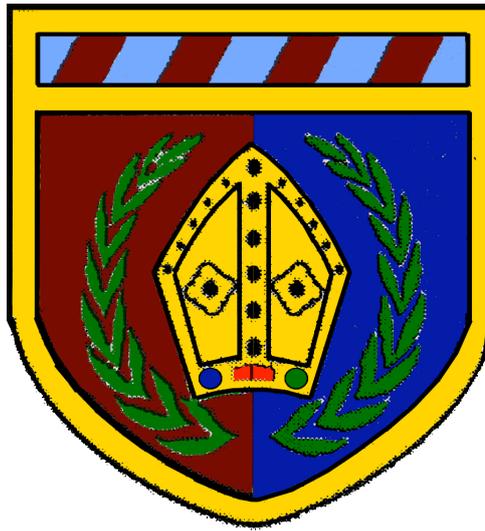


St John Fisher Catholic Primary School



SEND Policy

"To live, love and learn and learn in our caring community"



St John Fisher Catholic Primary School

Special Educational Needs Policy

Background Information about the School and it's Provision for Pupils with Special Educational Needs

We are a school of 417 pupils on the eastern side of the city. 69 of our pupils have a registered entitlement to free school meals. Our school's population is made up of mainly White British but we are proud to reflect the diversity of the City population and our 2010 census shows 67 of our pupils come from minority ethnic communities. Some 84 of our children are recorded as having special educational needs. These pupils are recorded on our SEN Register at School Action (17 pupils), Action Plus (38 pupils), or with statements of special educational needs (1 pupil). A further 28 of our pupils are noted informally as having borderline special educational needs, and recorded at Teacher Action.

The pupils on our SEN register have a range of difficulties. As their main area of difficulty of the 84 pupils on our register, 54 children have a moderate learning difficulty (MLD), 2 children have speech and communication needs (SLCN), 11 children have behavioural, emotional or social difficulties (BESD), 3 children have a diagnosis of autism (ASD), 1 child has a hearing impairment (HI) and 1 child has a statement. (May 2012)

The SENCO establishes close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Objectives of the School's SEN Policy

The objectives of our policy are to:

- organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2001), and the Special Educational Needs and Disability Act (2001)
- encompass the LEA Statement of Policy for Children with SEN
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2001)
- respond to particular pupils flexibly according to the nature of their difficulties
- support pupils' learning without making them feel different or inferior to their peers
- to enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives. This policy forms part of our overall commitment to Educational Inclusion.

Our SEN Co-ordinator

Our Special Educational Needs Co-ordinator is Mrs Sarah Grainger.

Arrangements for Co-ordinating Educational Provision for Pupils with SEN

Our SENCO will:

- manage the day to day operation of this policy
- ensure that SEN provision for pupils is arranged
- report on the effectiveness of provision to the senior management team and through them to governors
- keep up to date with new initiatives to support pupils with SEN and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN
- work with the teacher designated to support the learning needs of minority ethnic pupils

- identify resources for SEN and how they are used to support pupils in the most efficient, effective and equitable way.

The Headteacher and Senco will:

- manage the work of the SENCO
- set the overall school policy for Educational Inclusion with reference to the LA's policy
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers.
- monitor progress made by pupils
- ensure IEPs are distributed to relevant teaching staff
- ensure curriculum plans detail strategies for differentiation
- use departmental resources to build the teaching resources available for SEN
- monitor teachers plans to ensure they include appropriate differentiation for pupils with SEN
- ensure assessment procedures are appropriate for pupils with SEN

Class Teachers will:

- identify pupils experiencing difficulties
- discuss pupils with SEN with the SENCO and parents/carers
- Provide support to write and review Individual Educational Plans/Group Educational Plans for pupils at School Action
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEN within the overall framework of inclusion in the school

Governors will:

- identify one governor (Ann McAnenny) with a special interest in SEN
- report on the effectiveness of the SEN policy in their annual report to parents
- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils come to school we will:

- visit our feeder schools, note pupils who have already been identified as having SEN, and collect information about their educational history
- undertake follow up visits to discuss individual pupils in more detail as necessary
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's SEN register with parents/carers
- make sure that information about pupils' SEN is passed on to appropriate school staff
- give parents/carers information about the Coventry Parent Partnership Service.

When pupils leave the school we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required

We have recent experience of working with children with the following disabilities:

- Dyslexia, Autism, Dyspraxia, Low Muscle Tone, Visual & Hearing Impairments, Speech & Language Disorders, Attention Deficit Disorder with Hyperactivity, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Children who are Chronically ill, Social Communication Difficulties, Children whom need Nurture, Social Difficulties, Deprivation, School Absentees.

We have some staff who have undertaken specialist training in:

- Learning Difficulties, Dyslexia, Autism, Speech & Language, Behaviour Difficulties, Team Teach and General Learning Difficulties.

Building Adaptations and Special Facilities.

We have the following adaptations and special facilities:

- Access ramps
- Shower facility in EYFS

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEN

The Allocation of Resources to and amongst Pupils with SEN

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan
- the need to ensure that Ethnic Minority Achievement Grant funds will be used to support learners for whom English is an Additional Language and who have additional needs

The SENCO works with the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

We use the definition of Special Educational Needs in the SEN Code of Practice (2001): "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them." (page 6). Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the pupil's needs
- the resources available to the school
- the efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2001) including the following stages:

Teacher Action

An informal stage where class teachers:

- identify a concern about a pupil's progress
- gather available information about the pupil
- discuss strategies for providing appropriate work for the pupil with the SENCO
- seek to discuss concerns with the pupil's parents/carers
- discuss with the SENCO and Headteacher the additional needs of pupils for whom English is an Additional Language and employ an interpreter where necessary
- review progress

School Action

The first formal stage where:

- an Individual Educational Plan (IEP) or Group Educational Plan (GEP) is drawn up for the pupil, in consultation with the pupil's parents/carers
- progress is reviewed on at least a six monthly basis

School Action Plus

The school makes arrangements at School Action Plus if a review at school action reveals insufficient progress on the part of the pupil, or if the SENCO believes the nature of the pupil's difficulties requires such action. The school will:

- seek the involvement of external agencies to support the production of an IEP/GEP for the pupil
- continue to work closely with parents
- continue to keep the pupil's progress under regular review

After 2 reviews it will be decided with SENCO, parent and class teacher if a child will remain at school Action plus, go back to school action or is to be considered for referral for statutory assessment.

Pupils can be moved down a stage and off the SEN register where reviews reveal satisfactory progress and appropriate levels of attainment.

Statement

The production of a statement of special educational needs is organised by Coventry Education Service, in close liaison with the school and the pupil's parents/carers.

The provision set out in a pupil's statement will be closely monitored by SENCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Assessment

The SENCO will refer pupils with special educational needs to the Learning and Behaviour Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

We will ensure access for pupils with poor literacy skills when written formal assessment is required for NC purposes.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

Monitoring

The SENCO will meet class teachers to monitor pupil progress termly.
We will monitor pupil progress and report any concerns to the SENCO.

Review

Individual Educational Plans and Group Educational Plans will be reviewed at least every six months, in consultation with parents/carers. The school wants parents/carers to be active participants in pupils' education.

The SENCO will update the school's SEN register termly.

The SENCO will work with the senior management team to review the overall pattern of SEN support on an annual basis.

Governors will include in their Annual Report to Parents information on the Success of the SEN Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2001).

Arrangements for Providing Access to the Curriculum for Pupils with SEN

We support access through differentiation, IEPs, GEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEN are integrated into the school as a whole

We seek to be an inclusive school by:

- using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action

- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEN are a natural part
- ensuring that our reading stock includes stories with positive images of pupils with SEN
- looking for opportunities within the curriculum to raise SEN issues
- seeking to make provision for SEN within routine class arrangements wherever possible
- seeking opportunities for pupils with SEN to work with other pupils
- encouraging pupils with SEN to play/socialise with other pupils
- developing links with special schools to extend all pupils' experience of diversity

Criteria for Evaluating the Success of the SEN Policy

The following criteria will be used:

- the amount of identified teaching time available to support SEN pupils
- the number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- average reading improvement of pupil receiving support with teaching.
- the number of planned programmes of intervention and support.
- the amount allocated to SEN by governors
- the proportion of teachers' records which include information on the special educational needs of pupils in their classes.
- the proportion of schemes of work which show evidence of differentiation for pupils with SEN
- INSET time allocated to staff development with reference to special educational needs
- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEPs, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum.
- children are confident and well motivated and are making measurable progress
- movement between stages and the number of pupils on the register.

We will pay particular attention to any differential impact of our policy and procedures on pupils from different ethnic groups. Where we have sufficient numbers of pupils to undertake group analyses, we will seek to analyse the SEN register and pupil progress by pupil ethnic background.

We will publish our evaluation of the impact of our policy in our *Governors annual report* to parents.

Arrangements for Considering Complaints about the SEN Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned. The SENCO should also be informed at this stage and involved if appropriate.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

Information about the School's Staffing Policies and Partnership with Bodies beyond the School

The School's Arrangements for SEN In-service Training

- all staff receive In-Service training or information about the SEN Code of Practice (2001), and issues relating to Disability
- all staff have the opportunity to receive In-Service training on SEN Procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the SENCO will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- external agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- external agencies will be used to identify specific targets for pupils in line with the school's procedures
- planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Service
- regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEN Code of Practice (2001). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. We will engage the services of an interpreter where we can to promote the effective home-school dialogue.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs and GEPs
- open School Access for parents/carers
- discussing with parents/carers options when pupils leave schools

- meeting the parents/carers of prospective new pupils to the schools to discuss SEN support

Links with other Mainstream and Special Schools, Including Arrangements when Pupils Change or Leave School

We have the following links.

- **Schools sending pupils to this school are Castlewood.**
- Schools attended by our pupils while on our roll are the Speech and Language unit and Woodfield.
- Schools our pupils attend when they leave our school are Cardinal Wiseman and other local schools

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

- Health Visitors
- School Nurse - Currently, our school nurse is Eve Fraser.
- Social Care
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Learning and Behaviour Support Service - Currently, our behaviour and learning support teachers are Jayne Parkes and Sally Swaines.
- Playgroups and Nurseries
- CAS
- LACES
- Educational Psychology Service - Currently, our link psychologist is Dr James Gillum.

Policy Review Details

Policy Adopted: July 2011

Reviewed: September 2013

Contact Details

For further information about provision for pupils with SEN, please contact Sarah Grainger at St John Fisher Catholic Primary School. (024 76443333)

References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)

The requirements around ethnicity are set out in the Race Relations (Amendment) Act, 2002.

The Special Educational Needs Code of Practice was Published by the Department for Education and Skills in 2001, reference number DfES 581/2001. Copies can be obtained from DfES Publications: Tel 0845 60 222 60, e-mail dfes@prolog.com.uk. Quote reference number when ordering.