



<b>Special Educational Needs and Disability (SEND) Policy</b>	
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<b>Approved</b>	
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<b>Review Date</b>	<b>January 2017</b>
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# Special Educational Need and Disability Policy

St Alphonse's RC School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

St Alphonse's is part of the St Hilda's Catholic Academy Trust which is a partnership of 10 other Primary schools and one local secondary school, working together to improve provision for children with SEND.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

## The SEND team at St Alphonse's RC Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to

- Mrs A Woods – SENCo - Please make an appointment with the school office if you wish to speak to the SENCo.

At St Alphonse's RC Primary School the needs of our pupils are monitored by a team of people including:

- Mrs A Woods – SENCo
- Mrs C Grainger– Keystage 1 & 2 team leader
- Mrs M Wyatt – PSA
- Mrs J Wilson – SEN Governor

## The role of the SEN co-coordinator

The Special Educational Needs coordinator for St Alphonse's RC Primary School is Mrs A Woods, who is also a member of the Senior Leadership Team.

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head teacher, SLT and SEN Governor evaluating information and informing them of any issues.



# Special Educational Need and Disability Policy

## Headlines from the 2014 Code of Practice.

From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We have children in all these categories of SEN.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

## Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years

## Aims



# Special Educational Need and Disability Policy

As outlined in the SEND Code of Practice, 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

At St Alphonse's RC Primary School our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
- To create a support structure to enable individuals to achieve.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality First teaching and learning for all pupils.

## Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectations. These judgements will be discussed at Parent, Pupil meetings with Teachers and half termly pupil progress meetings.

We also identify SEN needs through;

- Information given directly by parents
- Data gathered from in-school assessments
- Recommendations from other professionals; Health and Social care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional actions or provide different levels of support to enable the pupil to learn more effectively



# Special Educational Need and Disability Policy

## Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

## Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action agreed.

Class teachers are constantly monitoring pupil's progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them fully. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child will be placed at SEN Support on our SEN register.

## Identifying children with Special Educational Needs

Level	Trigger	Process
Monitor	If a child has been identified by the class teacher and year group team as failing to make progress they will monitor the child. Discussions will be held at Pupil Progress Meetings.	Areas of difficulty will be identified. Discussions with parents Some strategies and differentiation of the curriculum will be initiated. Wave1 interventions
SEN support	After a period of monitoring, if a child: Continues to make little or no progress over a longer period of time Is working at curriculum levels substantially below the expected of a child at a similar age Has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service Has on-going communication and	Specific targeted support will be initiated. Further assessments may be arranged Referral to outside agency e.g. Educational Psychologist Wave 2 interventions



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	interaction difficulties which cause substantial barriers to learning even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN Register.	
EHCP	If a child; Continues to make little or no progress in relation to specific target, continues to work at curriculum levels substantially below that expected, requires specialist equipment or regular specialist support, It may be decided in, discussion with parents and multi-agency meetings that there is a need to apply for an EHCP	

## Pupil Progress Meetings

Each half term, meetings are held with the Head Teacher / Deputy Head Teacher / SENCo / SEN Governor and class teacher to discuss the progress of children and these also include children identified as having additional needs within each year group. Individuals and groups of children will be targeted for specific interventions to help raise levels of attainment. Discussions are shared on progress and any continuing concerns, where the SENCO will offer support and advice. Discussions are also held with parents during Parent Pupil Teacher meetings where interventions that their child is having in school are discussed.

Assessments are carried out throughout the year which inform these meetings and targets are put in place for individuals.

## Provision maps

Individual provision maps are put in place for children with specific additional needs. The child's IPM is reviewed termly, at Parent Pupil Teacher meetings. This plan records specific and challenging targets for the children to achieve within that term, together with personalised provision (1: 1 or small group) that has been put in place to enable the child to achieve these targets.

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with their peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to whether the child needs to remain on the SEN register.

## Children with Education Health Care plans

Where the SENCO makes a referral for an EHCP assessment to the LA, the children will have demonstrated significant cause for concern. Parents will have been consulted as part of an ongoing dialogue. The EHCP pathway will be followed and



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the school will carry out the recommendations agreed to. (See EHCP Pathway Appendix 1)

## Monitoring

The SENCO regularly reviews data for each Year group to highlight those children who are not making adequate progress. This forms the basis for discussion with staff as to which children are to be targeted for additional support. This will be discussed between the SENCO, Head Teacher / Deputy and the class teacher.

Classroom observations and intervention group observations will also form part of the monitoring process to ensure that children are being supported effectively and reviewed regularly.

## Intervention strategies to support children with SEN

The SENCo is responsible for monitoring the impact of interventions within school and there is regular dialogue between the SENCo and the support staff who carry out the interventions to ascertain which interventions are working well and where potential issues may arise or further training may be required. Interventions are reviewed every ten weeks.

There are numerous interventions that are used throughout school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching	Daily in class support with TA Small group Maths and English Rainbow Readers BLAST 1 & 2 Sumdog maths & reading RM maths
Wave 2	Outreach support SENCo support Additional phonics Elklan speech & language support Numicon Barriers to Maths Maths games 123 Maths Reciprocal Reading Smart reading Fischer Family Trust – Literacy PIXL – reading, writing, maths
Wave 3	Educational Psychologist Hearing and Visual Impaired Service Overfields Speech and Language Support Occupational therapy Learning and Language team CAHMS Behaviour support Speech and Language therapy



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## External Support Services

When children require additional support the SENCo may also seek advice from other professionals. These include:

- Educational Psychologist
- SEN Support team
- Speech and Language team
- Outreach support from other schools
- Counselling services
- School nurse
- Hearing and visual service
- Physiotherapy / OT

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies or materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is being provided.

## Higher Needs Funding

Schools receive funding for all children including those with Special Educational Needs and / or Disabilities and their individual needs are provided for through this funding; including resources, support staff etc. We have the opportunity to apply for 'Higher Needs Funding' if we feel that a child's individual needs cannot be met effectively through the usual allocated budget.

## Supporting children with medical conditions

St Alphonse's RC Primary School recognises that pupils at school with medical conditions should be properly supported and that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the equality Act 2010

## Supporting children with disabilities.

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must take action in their planning however to ensure that these pupils are able to participate as fully as possible within the curriculum and assessment arrangements.

Facilities currently in school are disabled toilets (Foundation Stage and dining hall), disabled shower, access to all classrooms from the main corridor and ramp access to all buildings.



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## Children with Social, Emotional and Mental Health

Behaviour is not classified as a Special educational need under the revised 2014 Code of Practise. If a child shows consistent unwanted behaviour the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. The teacher will discuss these issues with the child's Parents and liaise with the SENCo. If it is felt that the child has long term social, emotional or mental health needs that are impacting on their behaviour in school, the child may be referred to another agency. A referral to access behaviour support will be discussed with parents. St Alphonse's RC Primary school also has support from other Catholic schools as part of the Middlesbrough Catholic School's teaching alliance regarding behavioural issues. If the child's behaviour is felt to be a response to trauma or home-based experiences (eg. Bereavement, parental separation etc), we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage Parents to ask their GP for a referral to CAHMS. All children's behaviour is responded to consistently in line with our Behaviour policy.

## English as an Additional Language

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based then the school will monitor their progress to establish whether or not they have learning difficulties. We also have access to outreach support for these children.

## Transition Arrangements

### Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include;

Additional meetings for parents and children with their new teacher.

Additional visits to the classroom environment in order to identify where the toilets are, coat pegs etc.

Enhanced transition arrangements are tailored to meet individual needs

### Transition to Secondary school

In year 6;

The SENCO and /or class teachers will meet with staff from the receiving secondary schools to discuss the needs of each individual child.



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We will make sure that all records about your child are passed on as soon as possible.

Children will have access to a number of transition days at their secondary school in the second half of the summer term. In some cases, staff from the secondary schools may visit children here in school.

## Training

All of our staff are trained to work with children with SEND. All have access to advice, training, information and resources to enable them to teach all children effectively. We offer training in-house, through the Middlesbrough School's Teaching Alliance, Middlesbrough Catholic School's Teaching Alliance, Local Authority courses or other suitable training courses.

Some of our teaching assistants have particular areas of expertise, for example, we have staff trained specifically in ELKLAN to help them support children with communication difficulties. Other members of staff are trained in Numicon to support children in Maths. Staff within Foundation Stage have been trained to deliver BLAST 1 & 2, an intervention to develop speaking and listening skills.

Through the Middlesbrough Schools Teaching Alliance and Middlesbrough Catholic Schools Teaching Alliance we have access to support from the SEN Networking meetings.

## Partnership with parents

The school will endeavour to

- Provide clear and accurate information about the child's SEN and purpose of assessments, targets and interventions.
- Ensure that parents have the opportunity to talk with the SENCo and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets.
- Outline provision on the school website: <http://www.stalphonsusrchool.co.uk/> )
- Inform parents before involving outside agencies for additional advice or assessments.

## Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher

Depending on the outcome of this meeting the SENCo should be informed or Head Teacher.

If no agreement can be arrived at the parent can then approach the schools named governor with responsibility for the monitoring of the schools SEN policy. They would also be given the name of the LA identified/nominated person who has been trained to help them deal with the problem, or the parent partnership service.



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It is hoped, however, that matters can be dealt with within the school domain.

## **Governors.**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice. Our school governor with particular responsibility for SEND is Mrs J Wilson.

## **Middlesbrough's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. It is available from:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/home.page>

## **Equal opportunities**

The school is committed to providing equal opportunities regardless of race, gender, faith or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

## **Review framework**

This policy will be reviewed annually (or sooner in the event of changes to legislation or guidance)

Head Teacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

**January 2017**

