



# ST PAUL'S CATHOLIC PRIMARY AND NURSERY SCHOOL

Our school is a place of learning

A place of love

## SPECIAL EDUCATIONAL NEEDS POLICY

**St Paul's Primary School provides a broad and balanced curriculum for all children.**

This policy document should be considered in light of our School Mission Statement which outlines all that underpins our work:

*Our school is a place of learning  
a place of love*

### **1. Introduction**

St Paul's Primary school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **2. Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **3. Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions (through individual discussion, class circle time or counselling if necessary), particularly trauma or stress, and to take part in learning;
- with help from the Special Needs Co-ordinator and other colleagues, introducing support programmes such as 'Social Skills groups' 'Lego therapy' and other intervention programmes.

### **4. Special educational needs & the role of SENCO**

The SENCO at St Paul's Catholic School is Mrs K Mathew.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The SEN Code of Practice (2014) states that 'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.'

The 'National Standards for Special Educational Needs' (1998) states that '*The SENCO, with the support of the headteacher and governing body, takes responsibility for the day to day operation of provision made for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.*'

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN registers;
- contributes to and manages the records of all children with special educational needs;
- keeps up to date with current government and LEA policy or guidance through relevant INSET and discussion with Headteacher;
- manages the school-based assessment for SEN children and completes the documentation required by outside agencies and the LEA through liaison with the class teachers;
- acts as a link with parents and other external agencies, informing them of SEN arrangements within school;

### **5. The role of the Governing Body**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. There is a nominated Governor who oversees SEN provision. The school site is currently able to admit children who have mobility difficulties.

## **6. Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care plans or statements and the application for 'Exceptional Needs Funding.'

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7. Assessment**

Early identification is vital. The class teacher or SENCO informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. After discussion with the parents the class teacher may put extra provision and interventions in place to support the child's learning. At this stage the child will be at the 'monitor' stage and this will be put on the class provision map. The class teacher and the SENCO assess and monitor the children's progress regularly in line with existing school practices.

The class teacher and SENCO where needed works closely with parents to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. P levels are used to demonstrate progress through smaller steps before reaching level 1.

Benchmark assessments (Key Stage 1 SATs and Key Stage 2 SATs) are provided by the Year 2 and Year 6 teachers.

Parents are sensitively informed of the difficulties faced by their child. The child is monitored carefully as they are supported in their progress through use of a 'Provision Map' which details current support the child is receiving and documents targets and progress. In line with government policy, children only move to SEN if they require intervention which is significantly different from that offered to the class or through catch-up programmes.

### **• SEN**

The teacher and the SENCO are supported by outside agency involvement which may be from the educational psychologist, health professionals, advisory teachers or outreach services.

### **• Common Assessment Framework**

If a child has multiple needs then a CAF may be completed. This involves the SENCO or Head teacher completing a form with the parents and child to ascertain what support the family needs. This form is then circulated (if consent is given) to relevant professionals and a TAF (Team Around the Family) meeting is held. The team will agree an action plan of how best to support the child and family and a Lead Professional will be appointed. The Lead Professional then co-ordinates further meetings and keeps all parties up to date with progress.

### • **Application for Education Health Care Plan or Statement**

If SEND support has not enabled adequate progress or there is significant cause for concern a request for an EHCP can be made by the SENCO. The school and LEA will seek a range of advice before starting this process.

### **8. Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational Needs. They are expected to make 'reasonable adjustments' wherever needed. Personal Learning Plans which employ a small-steps approach, feature significantly in the provision that we make in the school.

By breaking down the existing levels of attainment into finely graded steps and SMART targets, we ensure that children experience success. At present, all children who are identified as having SEN will have a personal learning plan written for them by their class teacher and parents. These are designed to encourage the child to make small achievable steps in their learning. Children are involved in the target setting process. With the support of the teacher or teaching assistant, this enables children to help reduce barriers to their own learning. It also highlights for the children a personal responsibility for their own targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **9. Partnership with parents**

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term (three times a year) to share the progress of children experiencing special needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents are invited to contact the school at any other times to arrange a meeting or a chat with the class teacher or SENCO as they feel is necessary.

### **10. Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. Progress is monitored through the Raise- on-line and Assessment Manager assessment tracking system.

The SENCO is involved in supporting teachers in writing class provision maps and individual personal learning plans. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy annually.

This policy should be read in line with the schools;  
Inclusion Policy,  
Gifted and Talented Policy and  
Equal Opportunities Policy.

**Date: October 2014**

**Approved by Governing Body: March 2015**

**Reviewed:**