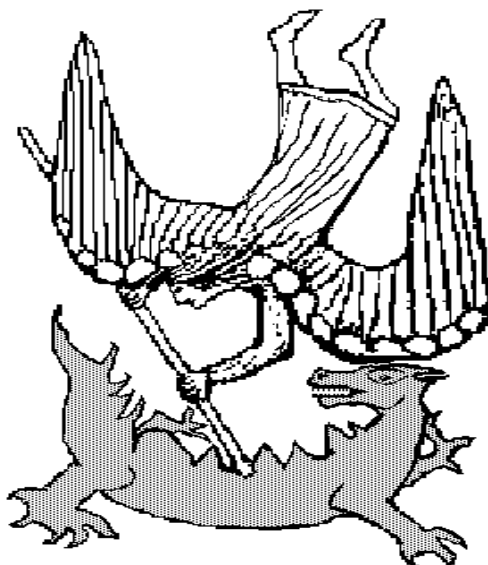


St. Michael's Catholic Primary School



SPECIAL EDUCATIONAL NEEDS POLICY

Wolverhampton
City Council



St. Michael's Catholic Primary School

Special Educational Needs Policy

Date of Policy Review: July 2011

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Introduction

In formulating and applying this policy, the Governing Body and Staff of our Catholic School seek to promote and implement in relevant ways the aims and intentions of the mission Statement, "Praise the Lord in Work, Play and Prayer," that has been agreed by the whole school community.

The Special Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Equality Act 2010, the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

Aims

At St. Michael's we acknowledge that all children have skills, talents and abilities, and as a school we have a responsibility to develop these to the full. We believe that:

We should acknowledge and rejoice in God's gifts to each individual.

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute and benefit from it.

Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have special programmes designed to maximize opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

In addition, it is recognised there may be pupils who are identified as being either **Gifted and / or Talented**. It should be noted there is a separate policy which addresses the specific needs of these pupils.

Definition

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. If deemed necessary, support will be sought from the EAL team in the authority.

Special educational provision means:

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

Special Educational Needs Code of Practice (2001)

The Role of the Head Teacher and the Governing Body

The governing body has nominated a Governor with special responsibility for SEN. This Governor is currently **Mrs. Rosalie Watkins**.

The prospectus describes the governors' policy and the practice for SEN and gives the required information prescribed by the Equality Act, obtainable from the school secretary.

Special Educational Needs are a standing item for the main Governing Body meeting each term. Governors are informed as to the number of pupils who are identified as having special educational needs and movements of pupils from one stage to another.

All members of the Governing Body are aware of their responsibilities under the Code of Practice 2001 for ensuring that proper provision is made for pupil's special educational needs. In accordance with current legislation, the Governing Body will:

- Always have regard to the Code of Practice when carrying out their duties towards all pupils with special needs.

- Secure that the SENCO has been informed by the LA that a pupil has a special need and those needs are made known to all who are likely to teach him / her.
- Secure that staff in the school are aware of the importance of identifying and providing for those pupils who have special needs
- Ensure that parents are informed when it is considered that a child has special educational needs
- Ensure that the necessary provision is made for all pupils with special needs
- Ensure that any pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with each pupil receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.
- Report annually to parents on the number of students with special needs in the school and comment on the school's effectiveness in the implementation of the SEN policy in respect of:
 - Notification to parents of a child who is deemed to have special needs
 - Assessment of need
 - Provision of an inclusive environment for all
 - Methods of monitoring, recording and reporting
 - SEN funding and spending
 - Deployment of equipment, personnel and resources
 - The use made by school of the outside agencies and support services
 - SEN as an integral part of the school development plan

The Management of Special Educational Needs (SEN)

The Special Educational Needs Coordinator (SENCO) is **Mrs. Monica Mason** who has responsibility for the day-to-day operation of the SEN policy.

Key responsibilities of the SENCO include:

- Oversee the day to day operation of the school's SEN policy.
- Coordinating provision for pupils with special needs including general class, small group and individual pupil support.
- Liaise with the Literacy Coordinator, Numeracy Coordinator, class teachers and LSAs to ensure the needs of pupils with special needs are met throughout all the subjects of the curriculum.
- Maintain the school's Special Needs Register and all the required documentation.
- Overseeing the records of all pupils who have special needs and ensure their progress is regularly monitored and reviewed.
- Liaise with parents of children with SEN.

- Liaise with external agencies including the LAs support, educational psychology, health and social services and voluntary bodies.
- Ensure annual reviews for statemented pupils are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.
- Regularly review and monitor SEN provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- In line with the school's professional development policy provide access to in-service training to meet the needs of the school and individual members of staff.
- Produce termly reports to the designated SEN Governor and an annual report for the 'Governors Report to Parents'.
- Contributing to the in-service training of staff.

Key responsibilities of Key Stage Co-coordinators/ Management Team include:

- Facilitating the involvement of colleagues in identifying and responding to the needs of children with special needs.
- Ensuring that the needs of children are met in terms of their total curriculum.
- Overseeing that planning and schemes of work are appropriately differentiated.

Key responsibilities of Class Teachers include:

- Identification of children with special needs.
- Informing parents initially that their child is on the SEN register.
- Assisting with SEN audit and delivering, where necessary, specific targets for learning.
- Completing SEN reviews at the beginning of each term.
- Implementing the school SEN policy

Access for the Physically Impaired

The school has provided access for physically impaired pupils through ramped access to the buildings and also toilet facilities. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Provision for other physical impairment, for instance for visually impaired children is made as and when necessary, so long as it is possible to identify any necessary funding.

Analysis of Best Value

The SENCO and the school management team use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on SEN register having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Comparative data from standardized tests are used as guidelines for assessing the pupil's ability in working to their full potential.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with special needs.
- Monitoring of SEN provision via a range of proformas to gather information on pupils, staffing and systems in place.

Future Planning

Future planning on SEN takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEN budget allowance
- Ongoing LA and government directives

Early Years Action / School Action

The trigger for Early Years Action / School Action is that pupils are making little or no progress in the areas as cited in the Code of Practice as follows:

1) Cognition and Learning Difficulties

- General learning difficulties
- Specific learning difficulties – showing signs of difficulty in developing Literacy or Numeracy skills despite the provision of a differentiated curriculum.

2) **Behavioural, Social and Emotional Difficulties** – that are not ameliorated by the behaviour management techniques employed by the school.

3) **Communication and Interaction Difficulties** – that impedes the development of social relationships and can cause substantial barriers to learning.

- Speech and Language Difficulties
 - Autistic Spectrum Disorders
- 4) **Sensory and Physical Difficulties** – continues to make little or no progress despite the provision of (school-based) specialist equipment.
- Hearing Impairment
 - Visual Impairment
 - Physical and medical Difficulties

In the first instance the pupil's class teacher should complete a Record of Concerns form. This requires the compilation of evidence showing that the pupil is making little or no progress and can be used as the basis for consultation with parents that is required when Early Years Action / School Action is being considered. Evidence should be gathered for approximately one term.

The gathering of information in respect of identifying the pupil's special educational need may be via:

1. Liaison with teachers.
2. Liaison with pre-school provision / Infant School(s).
3. Liaison with parents by school parents' meetings and individual contact: school-parent / parent-school.
4. Liaison with external agencies where pupils may have been known to their service.

Assessment of Needs

1. Information from Nursery Schools / Play groups initially
2. Salford and Holborn Reading Test
3. Catch Up Diagnostic Assessments
4. The Aston Index Diagnostic Assessments
5. Class teacher comments and analysis of progress registered through:
 - Class teacher targets
 - Class teacher ongoing marking / assessment
 - Pupil reviews
 - Pupil reports
6. Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register.
7. Ongoing assessment, review and record-keeping of pupils in line with the school's organisation of the Code of Practice.

Process for Action, Record-Keeping and Review

1. Upon referral to the SENCO, an assessment of the pupil is undertaken to identify the nature of the need and the severity.
2. Appropriate information is gathered from staff teaching the pupil and any other person who is deemed to have a valuable input.
3. Discussion takes place with parents to gather appropriate / relevant information on the pupil.
4. From the collated information the SENCO discusses the pupil's needs with the pupil and parents and, where appropriate, upon agreement, issues Individual Education Plan (IEP) No.1 to the staff, parents and pupil. The IEP is a document detailing individual targets for the pupil to aim to achieve. The support provided to the pupil will be indicated on the IEP. (Where there is deemed to be no SEN, the pupil will continue to be monitored by the class teacher(s).
5. Review / evaluation: SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents. Either next IEP is formulated (or it is agreed to remove the pupil from the SEN register).
6. SENCO issues IEP No. 2 and either:
 - i. Reverts to 5 above as part of a continuous cycle or
 - ii. Proceeds to 7 and asks advice from external agencies.
7. Advice in school: School asks for advice from external agencies in respect of the nature of the SEN and appropriate resourcing / possible action to be taken as part of School Action. Revert to 5 using information gleaned in continuation of progress.

Early Years Action Plus / School Action Plus

Identification

As for School Action, the trigger for School Action Plus has regard to the Code of Practice: 'The triggers for School Action Plus could be that, despite receiving an individualized programme and / or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualized behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular visits by a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning?

The gathering of information in respect of the pupil's continuing special educational needs may be via:

1. Information gathered from School Action reviews.
2. Liaison with teachers.
3. Liaison with parents.
4. Liaison with external agencies.

Process for Action, Record-Keeping and Review

1. SENCO gathers information on child from teachers, parents, the child and external agencies prior to formulating an action plan of support / provision.
2. Individual Education Plan: From the collated information the SENCO discusses the child's needs with the child and the parents and, where appropriate, upon agreement, issues IEP No.1 at School Action to staff, parents and the child. The support to be provided will be indicated on the IEP. (Where it is deemed there is not enough evidence for the child to be placed at School Action Plus the child will continue at the level of School Action.)
3. Review / evaluation: SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents. Either next IEP is formulated (or it is agreed to move back to School Action).
4. SENCO reverts to 2 above on a continuous cycle and issues next numbered IEP.

Where appropriate, advice from health professionals should be incorporated into the IEP.

Statutory Assessment / Statement of Special Educational Needs

Identification

As outlined in the Code of Practice, 'Where a request for a statutory assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.

- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

Process for Action, Record-Keeping and Review

1. On receipt of a Statement for Special Educational Needs from the local authority, the SENCO will formulate an action plan of support / provision.
2. Individual Education Plan: From collated information and advice from external agencies, the SENCO discusses the child's needs with the child and parent and issues IEP No.1 at Statemented level to staff, parents and child. The support to be provided is indicated and set within short-term targets. (Where the LA does not issue a statement, the child reverts to School Action Plus.
3. Review / evaluation: Interim Reviews: SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents. Either:
 - i. Next IEP formulated to continue to next review or
 - ii. Annual review initiated early.
4. Annual Review: SENCO collects information from staff, parents, child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:
 - i. Maintain the statement and revert to step 2 (above), a continuation of process within a school setting
 - ii. Request an amendment to the statement
 - iii. Request ceasing the statement and revert back to School Action Plus.

Access to the Curriculum

To accommodate pupils who are designated as having a special need, the school provides:

- Learning support assistants to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Literacy Catch up programmes delivered to meet the needs of pupils requiring additional support in literacy.
- Specialist equipment.

The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be

occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Evaluating Success

SEN Records

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time.

- Special Needs register.
- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Individual Education Plans.
- Individual Education Plans evaluation.
- Reviews.
- Reports from external agencies.

Monitoring of Provision

The following information is available in school in respect of the effectiveness of the support available for pupils with identified special needs. It is gleaned from monitoring and evaluation via observations of:

- Whole class / group teaching
- Small group / individual teaching
- In-class support
- Use of differentiated teaching / resources / specialist equipment
- Practical use of IEPs
- Target setting
- Pupil progress

Value Added

The notion of 'value added' is an important one to St. Michael's School and is monitored by pupil achievements in relation to assessments and results in the following ways:

- Tests
- School's award schemes

- Extra curricular activities

This information provides a valuable insight into the progress of pupils with special needs.

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have special needs will be:

- SENCO to meet with parents to discuss pupil's placement at School Action and School Action Plus levels.
- Part of the cycle of reviews to take place at scheduled parent's evenings.
- SENCO to initiate additional meetings / reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- SENCO to meet with parents where a request for formal assessment is to be made.
- In addition to the review / parents' evenings, those parents who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organized meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to help an individual student.

LA Parent Partnership Service

Parents of children with special educational needs will be provided with details of this service which will provide them with further advice and support. There is also a notice board outside the secretary's office displaying information of this service provided to parents.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. If

on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice / assistance from the LA. If at this point they do not agree with the schools and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

In-Service Training

In-service training is available in respect of SEN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognized need and will be in accordance with the school's Professional Development Policy.

It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have a designated specialism.
- LEA support services
- External consultants / trainers

A record of all SEN training delivered and subsequent evaluations will be kept by the SENCO.

External Agencies / Facilities and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, and integrated, high quality, holistic support which focuses on the needs of the child.

The following services / agencies are accessed by either the SENCO or the parents:

- Audiometrician – assesses all Year 1 pupils.
- Baybrook PRU.
- Child Mental Health Services.
- Educational Psychology Service – several pre-arranged visits every term.
- Educational Social Worker
- Educational Welfare Officer – frequent school visits.
- Equality and Diversity Education Service.
- General Practitioner.
- Health Visitors.
- Hearing Impaired Support Team – termly visits to identified pupils.
- Hospital.

- Inspectorate.
- LA Special Needs Administration Team.
- Occupational Therapists.
- Orchard Center PRU.
- Physiotherapists.
- School Nurse – weekly school visits.
- School Paediatrician – medical in Year 1.
- Social Services.
- Special Needs Support Team – accessed by the SENCO.
- Speech Therapy – accessed by school referral.
- Visually Impaired Support Team – termly visits to identified pupils.
- Voluntary Bodies.

Links with other schools

Links with Penn Hall Special School are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Exchange visits
- Shared staff expertise
- Shared resources

Resources

Books:

Catch Up Books levels 1-10
 Words First (Purchased Summer Tern 2007)

Learning Materials Limited – Special Needs Resources

Catch Up In Maths Unit 1 Book A
 Support for Basic Spelling Book 1-8
 Writing Sentences Books 1-4
 Reading for Meaning Books 1a-4a
 High Frequency Words Books 1-4
 Picture Qs Books 5 and 6
 Confusing Letters b/d
 Literacy Support
 Word Level Work Unit 1 Book A and B
 Sentence Level Work Unit 2 Book A and B
 Text Level Work Unit 3 Book A and B

Equipment:

Maths Master - The Magnetic Mathematic Toy Box
Visual Presenter: - Genee Vision 6100 (Purchased Sep 2007)

Computer Resources:

Clicker 5

Diagnostic Testing / Assessments

Salford and Holborn Reading Tests
Catch Up Diagnostic Assessments
The Aston Index
The Experimental Spelling Check

Policy last reviewed in Nov 2011 by Mrs. Monica Mason(SENco)
This policy was endorsed by the Governors on..... and is
the subject of a two-yearly review by staff and the Governing Body.
Approved by the Governing Body

..... (Date)

..... (Chair)

..... (Date)