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Special Educational Needs Policy

Policy Reference:	SEN1
Responsibility:	Curriculum and Standards Committee
Reviewed by:	Mrs Paula Dix & Mrs Robertson SENCo
This Review:	September 2017
Next Review Due:	September 2018
Cycle:	Annual
Ratified by Full Governing Body on:	
Signed:	
Mr Ged Owens	Chair of Governors

***With Christ as our guide and example we celebrate the uniqueness of the individual.
Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

RATIONALE

St. Patrick's Special Educational Needs (SEN) policy takes into account the *Special Educational Needs and Disability Code of Practice* (July 2014), Ofsted guidance and the Hampshire County Council policy.

The *Special Educational Needs and Disability Code of Practice* (SEND CoP) states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions” (SEND CoP xiii)

St. Patrick's School is a Rights Respecting school and these rights are reflected in our learning and teaching. The UN Convention on the Rights of the Child Article 23 (children with disability) states that ‘A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.’

AIMS

- To ensure that children with special educational needs have access to “high quality teaching that is differentiated and personalised” (SEND CoP 1.24)
- To ensure that children with special educational needs are taught inclusively wherever practicable.
- To ensure that pupils with additional needs are appropriately supported.
- To meet the needs of these children through strong partnerships with parents, healthcare and special education professionals and, of course, the pupils themselves.

OBJECTIVES

- To identify pupils with special educational needs and/or disabilities and ensure their needs are met.
- To ensure that all children on the school's SEN register have an individual education plan (IEP) or individual behaviour plan (IBP) and that these plans are reviewed on a regular basis.
- To ensure pupils are given opportunities to make progress and to monitor this progress.
- To ensure that recognition is given for effort and not just for achievement.
- To include pupils in decisions made about their learning wherever appropriate.
- To involve parents/carers in their child's special needs education.
- To foster good communication between all staff and the school's special needs team.
- To ensure that there is effective communication between all agencies involved with a special needs pupil, particularly between home and school.
- To ensure that teachers have access to specialist support and advice where applicable and are aware of the possible range of needs presented in the classroom.
- To ensure that any specialist provision should be supported by sufficient, current and relevant resources.

CO-ORDINATING PROVISION

The SENCO's Responsibilities

Special Educational Needs is overseen by a fully qualified and accredited Special Educational Needs Co-ordinator (SENCO).

The SENCO, working closely with the Head Teacher, the senior leadership team and fellow teachers is involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day to day operation of the school's SEN policy, SEN Information Report and for co-ordinating provision for all SEN Support.

All staff will be involved in the development of the policy, made aware of changes to the Code of Practice, and of the procedures for identifying, assessing and providing for children with SEN.

The SENCO will consult the local authority (LA) for advice and support and will liaise with other external agencies as necessary.

The Head Teacher's Responsibilities

The Head Teacher has responsibility for the day to day management of SEN, including provision of children with SEN. The Head Teacher will keep the governing body fully informed and also work closely with the school's SENCO.

Governor's Responsibilities

The governing body, in co-operation with the Head Teacher, will determine the school's general policy and practice. The Curriculum and Standards Committee will review the SEN policy and guidelines each academic year. The Governors will also designate a Governor with responsibility for SEN. The Governor for SEN and SENCO will meet on a termly basis where possible.

It is seen as good practice for the Governing Body to report to the parents about SEN. They will endeavour to report on:

- The success of the policy.
- Significant changes to the policy.
- Any consultation with the LA or Funding Authority of other schools.
- How resources have been allocated to and amongst children over the period of the year.

The Governing Body evaluates the success of the education provided at the school for pupils with special educational needs through the following means:

- Analysis of pupil progress data for children with Special Educational Needs.
- The SENCO's report to the Governors. This includes information on training, pupils taken on and off the register, and an evaluation of programmes in the school.

SPECIAL EDUCATIONAL NEEDS IN THE CLASSROOM

The Special Needs Responsibilities of the Teachers

The class teachers are responsible for the day to day management of SEN in their class. Teachers must liaise with the child, LSA and parents to write an individual education plan (IEP) on a termly basis. It is the teacher's responsibility to ensure that the IEP is shared with and signed by the child's parents. The IEP should be a working document which is under constant review and revision.

The school will use a variety of approaches to support special educational needs where applicable. These may include differentiated work, small group work, one to one support, withdrawal from the classroom when necessary and disapplication if appropriate.

Class Teachers should:

- Ensure access to the curriculum by providing differentiated, yet challenging work.
- Monitor the progress made by these pupils and maintain appropriate records.
- Liaise with the SENCo if the progress made is giving cause for concern, thereby identifying children with possible special needs.
- Liaise with parents and outside agencies where appropriate.
- Liaise with their assigned LSA and others in the team where appropriate.
- Contribute to the writing and reviewing of IEPs/IBPs.

The main responsibilities of the SENCo are set out in the SEND Code of Practice (6.90). Key duties include:

- Determining the strategic development of SEN policy and provision.
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating specific provision for children with special educational needs.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

Other responsibilities may include:

- Advising staff on IEPs/IBPs.
- Facilitate the writing and implementation of Inclusion Partnership Agreements in conjunction with Educational Psychology, class teachers and parents.
- Co-ordinating and contributing to Education Health Care Plans (EHCPs).
- Co-ordinating and contributing to annual reviews.
- Maintaining the school's SEN register.
- Teaching and supporting children with learning difficulties.
- Resourcing and some budgetary requirements.

The SEN responsibilities of the Learning Support Assistants (LSAs)

LSAs working with pupils with SEN must work under the guidance of the class teacher in delivering programmes for individual children. When LSAs have been given the responsibility of delivering IEP targets, they must ensure that they familiarise themselves with the current IEP for that child. LSAs should share any concerns that they have regarding the SEN children that they support with the class teacher in the first instance.

Professional Development for Staff

At St. Patrick's we are committed to the on-going professional development of all staff. It is the responsibility of the SENCO to ensure that member of staff are kept up to date with information and legislation.

The SENCO attends relevant training and disseminates the details to staff as appropriate. Class Teachers, LSAs and other support staff can also access training that is necessary for their professional development.

The school's policy and procedures for SEN are part of the induction procedure for NQTs and new staff. New Learning Support staff work with a mentor and are supported through out their induction process. The SENCO has undertaken and successfully completed the National SENCO Accreditation Training.

IDENTIFICATION, ASSESSMENT AND INTERVENTION

It is important that children are identified as having special educational needs as early as possible in their school life. A referral system is in place when a Class Teacher has a concern about a pupil. Concerns are recorded together with strategies used in the classroom. Should there continue to be little progress made, further assessments can be carried out by the Class Teacher or SENCO. Additional strategies will be used to support the child over and above that which is normally available in the class.

Both the SENCO and Class Teacher decide on the course of action needed to help the child progress. The school uses the graduated response set out in the Code of Practice together with 'SEN Support: Guidance for early years providers, mainstream schools and colleges' (September 2014) from Hampshire County Council Children's Services Department:

<http://intranet.hants.gov.uk/childrens-services/cs-schools/sen/criteriasen.htm>

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Assessment

We are committed to the early identification and intervention of children who may have Special Educational Needs.

The following forms of assessment are used for all pupils:

- Reception baseline
- Foundation Stage Profile
- Year 1 phonic screening
- SATs
- Rising Stars Assessments
- Reading and Spelling age assessments

In addition the following forms of assessment/screening are available as an aid to the identification of possible SEN:

- Dyslexia Early Years Screening Test (DEST)
- Dyslexia Junior Screening Test (DST-J)
- Vernon spelling (updated)
- NFER Spelling
- NFER Reading/Comprehension
- Salford Reading Test (updated)
- York Assessment for Reading Comprehension
- NFER Mathematics assessments by year group
- Beam Diagnostic Interviews in Number Sense
- British Picture Vocabulary Scales (BPVS)

Should the child continue to show little or no progress, and meet the necessary criteria, the child would then be classed as 'SEN Support' on the school's SEN register. Although not a statutory requirement,

IEPs and/or IBPs will be used to plan, assess and monitor progress. These teaching plans will be reviewed at least termly. There may be occasions when more frequent reviewing is necessary.

Individual Education Plans

An IEP should record “provision different from or additional to that normally available to pupils of the same age”. (SEND CoP 6.15)

IEPs should include:

- SMART targets (Specific, Manageable, Achievable, Realistic and Time-bonded)
- Possible teaching strategies/programmes used
- Provision (who provides the help and how often)
- Success criteria: the outcomes to be recorded when the plan is reviewed
- Review date

The plan may also include:

- Home support where applicable
- The views of the child themselves if appropriate
- The views of the parent/carer

It is important that parents/carers are involved in their child's special needs education. That is why they are given the opportunity to comment on the IEP and are encouraged to keep copies of their child's IEPs at home. Parents/carers are welcome to come in to school to discuss any concerns they may have and may be present at the review.

Education Health Care Plan

Children with an Education Health Care Plan (EHCP) are those who have undergone statutory assessment and have their needs outlined in an EHCP of special educational needs.

If the stage were reached when a child meets the requirements for an EHCP needs assessment then the school would pursue this in conjunction with the local authority (LA) and the parents of the child.

EHCPs should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. The child's parents, a representative of the school, a local authority SEN Officer, a health service representative and a local authority social care representative must be invited to attend as a minimum.

In line with County procedures some pupils may have an Inclusion Partnership Agreement (IPA) which outlines their needs and provision. The completed IPA will be copied to County for their records and reviewed annually.

ADMISSIONS AND TRANSITIONS

Admission Arrangements for Pupils with SEN

As a truly inclusive and non-discriminatory school, children with Special Educational Needs are welcomed and admitted according to the same criteria as all other children. The Disability Discrimination Act (1995) states that it is ‘unlawful’ to treat a child *less favourably for a reason related to their disability*. A child cannot be refused a place on the grounds of special educational needs or disability unless there are no reasonable adjustments that could be made to meet their needs and the school can justify the decision to refuse admission.

Parents/carers applying for a place for a child with particular needs should approach the Head Teacher for more information and discuss how their child's individual needs can be met.

In the case of admission of a child with a special educational need, the SENCO, Head Teacher and Class Teacher, where applicable, will arrange for appropriate transition meetings and any other agencies who have been involved with the child's education as well as for close liaison with the child's previous educational setting.

Transition Arrangements

When children transfer from year group to year group, close liaison between the staff involved ensures that transitions take place with ease and are perceived in a positive light by all pupils. In the case of vulnerable children, extended transition procedures are in place to ensure that pupils have time to adjust to the new key people in their teaching and learning.

The SENCO will meet with all Class Teachers to complete an SEN End of Year Review meeting where information about each pupil and their process will be recorded. This information is shared with the next Class Teacher.

When children are transferring to other schools, records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support. The school works closely with parents to support transition into Key Stage Three and in making choices appropriate to the child's individual needs.