



## **Sacred Heart Roman Catholic Primary School**

### **Special Educational Needs & Disabilities Policy 2016**

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This policy is in line with the final draft code of practice which will be ratified by parliament for use from September 2014.

#### **Aims and Values Statement**

Sacred Heart RC Primary is committed to social inclusion and equal opportunities for all children whatever their needs. We believe that all children have the right of access to all aspects of the curriculum and the school regards it as a duty to ensure all children achieve this. We work closely with parents and children to achieve the maximum potential for every pupil.

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, and make a successful transition into adulthood, whether into employment, further or higher education or training.

## **Objective**

### **We aim to:**

- To provide a flexible structure within which the individual needs of the child can be evaluated and addressed.
- To provide a Special Educational Needs Coordinator (SENCo) to work alongside staff and governors.
- To provide support and advice for all staff working with all pupils in our school.
- To provide work at an appropriate level, allowing each child to achieve success, whilst covering a broad, balanced and relevant curriculum.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To create a system of monitoring and record keeping which will assist in the development of future work and the transferral process.
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the school.
- To regularly assess children's learning and monitor achievement to ensure all children make progress.
- To follow school procedures to ensure early identification of children who need support that is 'additional to' or 'different from' a differentiated curriculum.
- To follow school procedures that ensure a graduated response, of 'assess, plan, do, review', to ensure that the correct level of support is provided.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, effective differentiation and SMART Targets.
- Be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- To ensure the involvement of parents at every stage through effective learning conversations and the sharing of provision maps.
- To identify children in need of extra support or enrichment strategies as early as possible by teachers' assessment of their needs.
- To seek the views of the child and take these into account.

## **Philosophy**

### **Sacred Heart RC Primary School believes that:**

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **Principles**

Children with SEND have a learning difficulty and or physical disability which makes it harder for them to learn than most children of the same age. Children with SEND will require different and additional provision from that usually provided within the classroom.

### **Special Educational needs comes under four areas:**

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and /or physical

## **Procedures**

### **Responsibilities of the Headteacher**

The Headteacher has the overall responsibility for the receipt of information from the LEA regarding the special educational needs of pupils within the school and for the provision and progress of learners with SEND. The Headteacher will designate a member of staff to oversee the provision for Special Educational Needs throughout the school.

### **Responsibilities of the SEND Coordinator**

The SENCo will:

- Maintain the SEN list and vulnerable learners list and will ensure that the child's name is placed on the list.
- Operate the school's SEN policy on a day-to-day basis.
- Liaise with and advise colleagues.
- Manage and direct Teaching Assistants.
- Co-ordinate the provision for meeting the special needs of the child (including overseeing IEPs, provision maps and pupil passports).
- Contribute to in-service training.
- Liaise with external agencies, including Educational Psychologists, Enhanced Mainstream Schools and the Educational Social Work Service.
- Access training where appropriate and arrange regular staff training to support the teaching and learning of pupils with SEND.

### **Responsibilities of the Governing Body**

The Governing Body must:

- Name a governor to have responsibility for Special Educational Needs.
- Assist the Headteacher and SENCo in securing the necessary provision for any and all pupils who have special educational needs.
- Consult the LEA as the funding authority and the governing bodies of other schools when it appears necessary or desirable to co-ordinate the provision for special educational needs in the area.
- Monitor the provision made for meeting Special Educational Needs by receiving from the Headteacher and/or the SENCo reports confirming that
- All adults working in the school are aware of the importance of identifying and providing for pupils who have special educational needs.
- The individual needs of pupils are appropriately made known to all who are likely to teach or supervise children with special educational needs.

- Pupils with special educational needs join in the activities of the school together with other pupils, so far as that is reasonably practical and compatible with the pupil receiving special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Parents are notified of a decision by the school that SEN provision is being made for their child.
- the quality of SEN provision is being monitored.
- Ensure that SEN provision is an integral part of the school development plan.

## **WHOLE SCHOOL APPROACH:**

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.

All staff have appropriate access to up to date information about pupils with additional needs.

The SENCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff.

A graduated response ensures that pupils are supported alongside their peers whenever possible.

All pupils are encouraged to join in extra-curricular activities.

All students have individualised targets.

Learning Review meetings with staff, parents and pupils ensure that there is a graduated response to meet individual need and enable the child to become an independent learner.

The training budget for staff is transparent and negotiated with the Senior Leaders in line with identified needs from performance management and the whole school development plan. SEND continuing professional development (CPD) is constantly reviewed with Senior Leaders.

Provision for pupils with SEND is reflected throughout school self-evaluation.

The complaints procedure is transparent and easily available to parents.

Good access arrangements are made so that all pupils can demonstrate their full potential in National Curriculum tests and teacher assessments.

Sacred Heart School uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on the school website as part of the governor's SEND information report'. Pupil progress meetings will inform possible need for intervention for a child. This will be discussed with parents at 'Learning Review' meetings.

## **INDIVIDUALISED APPROACH:**

The class teacher identifies any pupil who is having learning difficulties for whatever reason. After discussion with the Headteacher, the class teacher discusses any apparent continued or significant lack of progress with the child's parents. Any of the following individualised approaches may be implemented to support the learning of the child.

Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.

Additional help will be sought appropriately from other professionals, such as EPs, EMS, ESWS, SSA etc.

Dependent upon need, some pupils will have individualised provision maps (IPM's), behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker.

Learning Review meetings will be held with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.

Parent and child views will be uploaded into children's files.

TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known. These will be shared by children during Learning Conversations, informing any following provision that is made.

Transition arrangements will be personalised to support additional need.

The SENCo is a qualified teacher and has the skills required to meet statutory duties.

Designated finances will be used appropriately to meet needs without reducing independence.

Staff training will reflect the needs of the current school community.

Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.

The school will follow the latest statutory guidance, currently the SEND Code of Practice, 2015, Equality Act, 2010 and Children and Families Act, 2014. **MONITORING AND EVALUATING PERFORMANCE** includes:

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Forensic analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the graduated response and strategies listed on provision maps.
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, SEND governor.
- Detailed discussions with families and pupils.
- Attendance and exclusions analysis, in conjunction with Head teacher and senior leaders.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

#### **THE GOVERNING BODY EVALUATE THE WORK OF THE SCHOOL BY:**

Appointing an SEN governor who is a champion for pupils with SEND.

Monitoring data with respect to vulnerable groups.

Challenging the leadership through informed questioning.

Undertaking learning walks in school with a focus on SEND.

Meeting with parents and pupils.

Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.

Holding the school to account for its use of SEN funding.

## **REVIEW**

This document will be reviewed every two years to assess the effectiveness of our policy on SEND throughout the school. It is to be expected that modifications will be made through experience and statutory requirements.

Review Date: 2018