

ST MARY OF THE ANGELS CATHOLIC PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 17/18

Co-ordinator; R Dunne

INTRODUCTION

All pupils are entitled to and must have access to an education that caters for their specific individual needs within the framework of the National Curriculum regardless of ability or aptitude. This policy outlines the schools objectives for those pupils who may be deemed to have a special educational need when he/she has learning difficulties, which are significantly greater than the majority of children of his/her age.

The policy is based on our school ethos/Mission Statement – Love Jesus, Love learning, Love life.

Pupils with special needs make good progress at the school. “The coordinator’s action plan focuses on early help and interventions in key stage 1, to ensure that pupils are able to do the best they can in their journey through the school. The impact of interventions is being measured half termly.” Ofsted 2017.

*“The school ensures that progress is made by all children...All needs are catered for...”
S48 inspection summer 2016.*

OBJECTIVES AND AIMS

The following objectives reflect our school mission statement and aims:

- 1 To identify all pupils with S.E.N.D. , across the whole curriculum.
- 2 To involve children regarding their views wherever possible.
- 3 To ensure staff awareness of the needs of pupils with S.E.N.D., whatever they are
- 4 To offer these pupils a full and balanced curriculum which takes account of their needs and enables them to work to the best of their ability, with high self esteem.
- 5 To keep all members of staff and the families of these children fully informed at all times of the progress made.

THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

The school follows the SEND Code of Practice. We believe that all those involved in our school need to work together to implement the Code of Practice. All teachers are special needs teachers. All teachers need to know about the requirements of the Code and about their responsibility for developing quality practice at each stage. However, the Code of Practice makes it clear that the SENDCO plays a pivotal role in co-ordinating and delivering effective education for children with special educational needs.

The responsibilities of the SENCO.

1. Day to day administration of the policy.

2. *Maintaining SEND Records.*
3. *Timetabling and ensuring a provision map.*
4. *Advising wherever possible on material available, in consultation with the Learning Support consultant, our Educational Psychologist, CWAC and other bodies.*
5. *Liaison with other bodies as appropriate.*
6. *Ensuring that parents are kept informed of progress.*
7. *Attending review meetings with staff and other key stakeholders. to monitor progress as necessary.*
8. *Attending INSET and making sure all staff (TAs etc) have the skills needed.*

The SENDCO is responsible for contacting parents, reviewing the progress of the children and making the necessary changes. Meetings are held as necessary with a Learning Support consultant to discuss progress and seek further advice when needed. The SENDCO attends an SEND network which meets regularly in one of the local schools to share good practice/for training.

The responsibilities of the class teacher.

1. *Working daily with the child and providing for their special needs as appropriate.*
2. *Planning and delivering a broad and balanced curriculum*
3. *Continual reviewing/assessing via regular class planning and differentiated work*
4. *Supporting teaching assistants by giving clear instruction, so that they have the necessary information to deliver programmes effectively.*

All non-teaching staff support teachers in delivering quality practice or children with special needs. They are trained regularly; as Ofsted 13 said “skilful teaching assistants ensure that all pupils are supported well”.

SEND governor

Our SEN governor is Mark Lightburn, who meets with the SENDCO, Headteacher and staff; and receives a written governor subject report on SEND, as well as visiting the school at regular intervals.

Resources

- 1 We aim to build on the resources we have in school, but we have a separate resource area for children with SEND. This includes reading support material, ICT, cross curricular support material and a range of tests/assessments. All these resources are continually reviewed for value for money and cost effectiveness.
- 2 In collaboration with the local Teaching School, we have a part time Learning Mentor who helps children to access SEND and other programmes, and to deal with some behavioural/emotional issues. She attends the local training network when it meets, and has the National Learning Mentor Qualification.
- 3 We use individual plans and meet with parents where deemed necessary, to support the development of individual pupils. We also send letters, emails, have telephone calls and consult regularly with parents for the mutual benefit of pupils
Pupils are involved in decisions about their own development, via discussions with staff, SENDco etc.
- 4 We have a central resource area where many of the resources are kept. Records are kept in the Head’s office/on the server.
- 5 Teachers and SENDCO will attend appropriate training as the opportunities arise, in order to ensure that children are receiving up to date provision etc. For example, the

shadow SENDCO is currently completing the National SENDCO Award; and both of the SEND leaders received high quality Autism training in autumn 2015..

IDENTIFICATION AND ASSESSMENT.

There are several criteria to consider when deciding whether a child has special educational needs

1. *How the child responds to a range of possible diagnostic tests.*
2. *In Reception the children are assessed, for example, using the extensive Foundation Stage Profile, which may raise concerns.*
3. *Behaviour concerns*
4. *Class teachers' concerns arising from work and related assessments*
5. *Children coming from pre school settings/other schools, with previously identified concerns*

The school provides various of support for pupils with special needs, these include

- 1 *Differentiated work in the class for pupils at relevant waves of 'Graduated Approach'.*
- 2 *Learning support sessions whenever possible for children at, for example, Reading Recovery style intervention, with an experienced ECAR trained teacher, Mrs Derby.*
- 3 *Classroom assistant/Learning Mentor help with targeted pupils or groups*
- 4 *Targeted intervention strategies such as Hi five literacy, daily differentiated phonics etc*

How is support initiated for pupils with Special Educational Needs within the school?

Teachers alert the SENDCO to pupils with SEND, and strategies are put in place, in consultation with parents. There are regular parents meetings each year, and a written report in the summer term. Parents regularly visit teachers by arrangement, on a more informal basis, before and after school.

We use Cheshire West's Graduated Response document, under the guidance of the SENDCO, to respond to whichever level of response is needed.

The model we use is based on the 'assess – plan – do –review' model recommended by the DfE.

Assessment

The assessment of S.E.N.D. is not an end in itself but a means of arriving at and fulfilling better provision for the child. The assessment of a child is a familiar one. It must be viewed as a partnership between the school, parents and if necessary, external agencies.

Assessment takes three forms:

1. *The class teachers' assessment in line with the National Curriculum requirements.*
2. *S.E.N assessment carried out in collaboration with the SENDCO.*
3. *Assessment involving outside agencies.*

An appendix of various assessments used in school is attached; but is by no means exhaustive. We will seek assessments to fit a child's needs as the occasion arises.

Class teacher review with SENDCO

Children's progress will be reviewed periodically and the class teacher and the SENDCO will be responsible for their own record keeping and future planning.

During the review the following considerations should also be made:-

- the child's learning characteristics*
- the classroom or learning environment*
- the teaching style, the methods used*
- the parental support*

Programme reviews

The SENDCO will review a child's progress termly in consultation with the child and parents. Targets will be adapted accordingly and the continuing need for a plan will be assessed.

All children on intervention programmes will be reviewed at arranged intervals; and a final review between SENDCO and programme provider will determine/assess the impact on the child. Parents will be kept informed.

Pupils with learning needs/accessing interventions will be tracked across the school using the Cheshire West Individual Tracking Sheet.

Where pupils have an Education and Health Care Plan, the relevant annual returns and other paperwork will be completed by the SENDCO, who will work with multiagency partners.

Inclusion and creating an appropriate learning environment

We believe in building a supportive school community, which fosters high achievement for all children. The new school has enhanced features for inclusion such as a better acoustics and arrangement of space, much improved ICT, improving outdoor learning areas (eg for FS2), wheelchair access and much more space/natural light.

All staff in the school have had training on the SEND 2013 changes and the classroom organisation/planning are increasingly geared to cater for the range of learning styles (eg kinaesthetic learners etc).

Reporting to parents

Parents will be notified as soon as a child is deemed to have a special educational need. The parent and child will be invited to take part in establishing a plan and kept informed. A copy of their child's plan/progress is sent home with a letter inviting them into school to discuss the programme. They are welcomed into school at any time to help and asked to take part in home/school projects. Parents are to be kept informed of their child's progress at all times. This is the responsibility of the class teacher and the SENDCO.

How are children with special educational needs supported by outside agencies.

Each school is assigned an **Educational Welfare Officer**, a **Learning Support Consultant** and a **School Nurse/Doctor**; behaviour and related issues are referred to an **Educational Psychologist** and attendance with the **Educational Welfare Officer**.

If the child is either visually or hearing impaired, the **Service for the Sensory Impaired** are contacted; and have recently been working with us.

For enquiries about a child either having a **Education & Health Care Plan** or going through the process of statutory assessment, the CWAC **Statutory Assessment Team** is available for contact.

A list is always available in the school office with an up to date phone number for each of our partners. The school will of course work with a range of other agencies as the need arises (eg Travellers' Service, English as Additional Language etc.) The local authority website has all this information too; www.westcheshirelocaloffer.co.uk.

Complaints Procedure

Parents are invited to discuss any issues with their child's class teacher. If this fails to resolve the issue, parents are then invited to discuss the matter further with the SENDCO and or the Headteacher.

There is a formalised School Complaints procedure available on request; and also on the website, www.stmaryoftheangels.co.uk.

Admissions

We welcome all pupils with SEND but when necessary we would seek advice regarding the most appropriate placement for the child. It is our aim to ensure that every child has access to the full range of the curriculum. Children with an EHC (Education & Healthcare) plan who name the school will be admitted as category 1 criteria in our Admissions policy.

Access Facilities for disabled pupils.

Access is excellent. The new school fulfils DDA requirements. Other features include an induction loop in two areas; disabled toilets; acoustic standards; IWBs in every class; and hi-spec ICT, such as trolleys of ipads.

INSET

The SENDCO or shadow regularly attends training cluster sessions to continue the need for current practice and information. This is then passed on to the rest of the staff during staff meetings ensuring their ability to work in the best interests of the children.

Criteria for Success of the SEND includes

Effective identification

Continual assessment

Accurate recording

Production of realistic plans --- individual or group.

A school ethos where pupils individual differences are recognised and valued

Continual involvement of parents at all stages

Gifted and Talented Children

Children, who have developed exceptionally well in specific areas of the curriculum, may also be deemed as having S.E.N. Occasionally behavioural problems occur when the needs of the child are not being met; therefore the whole school policy relating to assessing special needs requirements must encompass the nation of able and gifted children.

Strategies must be considered which encourage, challenge and stimulate those children with this specific S.E.N.

The feelings and perceptions of the child and the parents are of paramount importance when assessment is taking place. Parents must be made aware at every stage, what is happening. The child must be given every available resource and support in order to help him/her attain his/her optimum level of all round development and wherever possible undertake all aspects of National Curriculum subjects and the related assessments.

This policy is continually under review in the light of experience and development of the SEND Code of Practice and related materials.

Additional information can be obtained from school to help the parents to understand the process.

The new Green Paper for SEND became law in 2012-13 and this policy has taken into account its revisions. It will be revised again in 2017, or sooner, if SEND provision changes significantly in the meantime

Resources (not exhaustive – see Mr Hughes/Miss Dunne for updates)

Key stage One

Language and Reading

Senter (North Tyneside pupil support)

1 Pre-Literacy Skills Checklist

2 Early Literacy Skills list

Senter Phonic and Spelling Programme

Senter One a Day Letter Formation

Fuzzbuzz phonic and Reading materials including-

--flash cards

_workbooks

_phonic letter books

_reading books

_computer programme

Toe to Toe reading support

Numeracy

Heinemann Maths Plus including

_fractions

_counting

_addition & subtraction to 20

_patterns

Heinemann Number Connections

Blue and Red Levels

Senter One a Day number Formation

Nelson Breakaway Maths

Levels 1 2 3

Key Stage Two

Language and Reading

Fuzzbuzz material but gradually reducing dependency and incorporating other reading schemes.

_Fuzzbuzz Fact books

Senter Phonic and Spelling Programme

*Wordwasp
Spelling Made Easy*

Senter 100 Words Programme

P A T Spelling Approach

Wellington Square Programme

Comprehension

Looking and Thinking (L S S Materials)

---exercises for developing observation and thinking skills.

L D A

Thrilling Comprehension exercises (Michael Collins)

Handwriting

The Teodorescue Percepto Motor programme

Numeracy

Nelson Breakaway Maths

Heinemann Number Connections

Rapid Maths

Dyspraxia

A wide range of PE equipment for exercises for dyspraxic children. Teaching materials include;

Get Physical by Lois Addy

Understand and support dyspraxia by Lois Addy

Sped up kinaesthetic programme by Lois Addy (all recommended by O.T. service)

Computer Programmes

Fuzzbuzz

Wellington Square

Star Spell

Espresso

Wordshark

Numbershark

Learn Premium

And others (eg net based sites)

Phonics Play

My Maths

