

## **All Saints R.C. Primary School**

### **Special Educational Needs Policy**

#### **Abbreviations used in this policy**

CoP – Code of Practice (currently 2014)  
CPD - Continuing Professional Development  
EAL – English as an Additional Language  
ECHP – Education, Health and Care Plan  
KS1, KS2 – Key Stage 1 (Years 1 & 2), Key Stage 2 (Years 3 -6)  
LA – Local Authority (North Yorkshire)  
PIVATs – Performance Indicators Value Added Target Setting  
SEAL – Social and Emotional Aspects of Learning  
SEND – Special Educational Needs and/or Disability  
SENCo – Special Educational Needs Co-ordinator  
TA – Teaching Assistant

#### **The School's Aims and Values**

At All Saints Roman Catholic Primary School, we believe that all children and young people are entitled to an education that enables them to make maximum progress so they achieve their best. Our whole school aim is for confident individuals to live fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 Code of Practice for SEND).

#### **Objectives of the policy**

The overriding objective of this policy is to ensure that the school has clear, concise and transparent information for all staff working in school with regard to pupils with SEND.

This policy will outline how the school will use its best endeavours to:

- identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met.
- ensure that pupils with special educational needs and disabilities join in with all activities of the school.
- ensure that all learners make the best possible progress.
- ensure that parents are informed of their child's special needs and that there is effective communication between parents/carers and school.
- ensure that learners express their views and are fully involved in decisions that affect their education.
- promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of responsibilities.

This policy seeks to lay down guidelines for the management of the school in relation to children deemed to have special educational needs, in order that these aims and objectives may be achieved.

### **Definition**

A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty that calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age. A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities, which are provided for children of the same age in a mainstream school.

The Code of Practice refers to four different types of special educational need: cognition and learning difficulties; social, emotional and mental health difficulties; sensory and physical difficulties; and communication and interaction difficulties.

### **Procedures**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

- The Special Educational Needs Co-ordinator (SENCo) for the school is Mrs Mary Davies.
- The SEN Governor is Mrs Linda Welburn.
- Whilst Mrs Welburn takes a special interest in SEND, and meets regularly with the SENCo to discuss SEND matters, the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The day-to-day implementation of this policy falls to the staff in school.

### **Arrangements for the coordination of provision**

A special educational needs coordinator (SENCO) has been nominated and funds provided to release her from classroom duties for four days each term to coordinate provision.

### The role of the SENCO

Mrs Mary Davies is the SENCo at All Saints RC Primary School. She has gained the National Award for Coordinating Special Educational Needs (Bath Spa University).

The role of the SENCo will include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### The role of the class teacher

- Provide a broad and balanced curriculum designed to meet the needs of all pupils in the class, taking into account different learning styles
- Provide a stimulating and child friendly learning environment
- Attempt to break down perceived barriers to learning
- Plan differentially and set targets for individuals and groups
- Complete, update and maintain Inclusion Passports and Provision Maps for pupils with SEND within their class
- Set specific, measurable, achievable, realistic and time-specific targets for pupils with SEND, provide support in relation to these targets for the pupils and monitor the effectiveness of this support by assessing pupils' progress before, during and after interventions
- Use effective assessment and monitoring to plot progress, including use of Target Tracker
- Involve parents by providing formal and informal information (both at formal review meetings and at other times if necessary)
- Notify SENCo of any children giving cause for concern

- Liaise with SENCo (where necessary) to ensure effective support is arranged for SEN pupils in the class
- Participate in (or hold, as necessary) bi-annual formal review meetings with parents

#### The role of the SEN Governor

- To monitor the policy by meeting termly with SENCo
- To listen to concerns of parents and raise them with the Head Teacher

#### **Admission Arrangements**

Admission arrangements for pupils with SEND will not be different from arrangements for other pupils.

#### **Facilities For Disabled Pupils**

The school is all on one level with ramped access to the front door, and car-parking available for disabled people adjacent to the front door. A toilet adapted for use by disabled people is available. Interactive whiteboards in every classroom allow for size and colour of print/background to be adapted where necessary. Computers are fitted either with large size keyboards or colour coded child-friendly keyboards. A range of software suitable for SEND pupils is available.

#### **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of the school's budget. This will be used to support children who are receiving SEN support and those children with an Education Health and Care Plan (EHP). Those pupils with a statement or an EHP will access additional funding and will receive what is called Element 3 funding.

The SENCo, Headteacher, Senior Leadership Team and governors agree how the allocation of resources is deployed for greatest impact.

#### **Identification, Provision and Assessment**

*Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (CoP 6:36)*

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (CoP 6:37)*

#### Identification

There are numerous strategies for identification of pupils with special needs. The strategies used at All Saints RC Primary School include:

1. Information received from parents or outside agencies prior to a pupil being educated at our school. This is relevant to pupils of Reception, KS1 & KS2 age ranges.

2. Information received from parents or outside agencies whilst they are being educated at our school. This is relevant to pupils of Reception, KS1 & KS2 age ranges.
3. Observations/recommendations of teachers within school. This includes verbal interactions, the marking of work etc.
4. Data arising from Early Years baseline or summative assessments and from end of KS1 standardised assessments
5. Targeting individuals – tracking performance from Foundation Stage, using standardised tests and teacher assessments.

The school's emphasis is on early identification and intervention.

Where there are initial concerns about a child's progress, the child's parents and SENCo would be made aware and the child's progress would be monitored over a period of time before determining whether placement on the SEN register is necessary.

Children with English as an Additional Language may experience difficulties and may make slower progress initially than other children of their age. Teachers will work closely with these pupils to establish whether lack of progress is due to limitations in their command of the English language or if it arises from SEN or a disability. *Difficulties relating solely to limitations to English as an additional language are not SEN.* (Code of Practice 2014)

#### Provision

All Saints School uses the graduated approach to ensure all children's needs are met within school. This approach is a four step model: **assess; plan; do; review**. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of provision, interventions, resources and strategies which are the most effective in supporting the pupil to achieve good or better progress and outcomes.

#### Assess

Class teachers are responsible for monitoring the progress of all pupils within their class, and they do this using a range of formative and summative assessments. The progress of pupils with SEND is monitored and assessed closely by class teachers, and the impact of interventions is evaluated. This involves clearly analysing the pupil's needs using the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to areas of need, barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, pupil, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

This plan will be recorded in an Individual Provision Map. It is the class teacher's responsibility to complete this, and to ensure parents have a copy. The Provision Map will detail adjustments to be made in class, targets the pupil will be working on and details of interventions including who will carry out this support.

The Class Teacher will complete an Inclusion Passport for each child on the SEN Register and this must also be kept up to date termly with details of provision. It will list successful and less successful strategies that have been tried. The pupil's perspective will also be recorded in the pupil voice section and responded to in future planning. The Class Teacher is responsible for ensuring parents have an up-to-date copy of the Inclusion Passport and are given the opportunity to add their views to it.

### Do

Once specific targets have been set and support planned, the pupil will begin to work towards these. The Class Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where

the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with teaching assistants to plan, organise and assess the impact of support and interventions and links with classroom teaching.

### Review

Reviews of a child's progress will be made regularly and at least once per term with parents. This may be in addition to parent/teacher consultation meetings. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The Class Teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents, the pupil, and any outside agencies involved.

If a child makes good progress, and this is sustained over time, s/he will be removed from the SEN register

If a pupil has recently been removed from the SEND register following review and discussion with parents, they may also fall into a category of 'continued monitoring'. This means the child's progress, development and behaviour will be more closely monitored to ensure they continue to do well.

Parents will be fully informed and consulted at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

### Assessment of Pupils with Special Educational Needs

All pupils will be assessed and monitored routinely as part of the class by the class teacher using general day to day observations, QCA optional tests, End of Key Stage Tasks and Tests, SEAL and other forms of assessment. In addition to this, SEN pupils may be also assessed and monitored through such systems as PIVATs, Provision Map evaluations, assessments from outside agencies and, following interventions, from teaching assistants where necessary.

### **What is adequate progress for children with SEN?**

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the gap between the child and his/her peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;

- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties then there may be a requirement to request an Education and Health Care plan (EHCP). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents or carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made at Local Authority level by a team of people from education, health and social care about whether or the child requires additional funding to meet their needs. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the school's SEND Information Report.

### **Organisation of SEN provision**

Pupils with SEND needs are currently taught either:

1. With the rest of their group, with work differentiated by task, outcome, or rate of progress.
2. With the rest of their group but with some additional help from a teacher or TA (timetabled according to requirements).
3. With individual support from a TA, outside the classroom for short periods of time.
4. As part of a small group working with a TA outside the classroom for short periods of time.

5. Individual statemented pupils may be taught part time at All Saints RC Primary School and also attend a local LA special school.

### **Continuing Professional Development (CPD)**

There is an expectation that all teaching and support staff will access training, keep up to date with developments in SEND and undergo Continuing Professional Development (CPD). Depending on their role this will include undergoing performance management/appraisal/ job chats with reference to SEND, and the setting of targets for future development.

- The SENCo will be appropriately qualified and have the skills required to meet statutory duties
- Designated finances will be used appropriately and effectively to meet needs.
- 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 Code of Practice 2014

### **Complaints Procedure**

Complaints about the way a child with Special Educational Needs is being supported follow the same procedure as any other complaints to the school (as outlined in the Complaints Procedure on the school website). Namely, if you feel that your child has a special educational need that is not being met, in the first instance you should make an appointment to speak to the child's teacher about it. The teacher will be able to reassure you and tell you what action will be taken in response to your raising of the issue. If after a while you are not satisfied with the progress being made, you should seek an appointment with the Head Teacher to discuss the problem. If you are not satisfied with the response of the Head Teacher, or you still do not think that your child's needs are being met, you may either speak or write to one or more of the Governors, or write to the Local Authority.

All complaints are taken seriously and are logged. School staff have a duty to follow these up and resolve them. Governors will work with the school to monitor the outcomes of any serious complaints and ensure they are dealt with in a satisfactory manner for all involved parties.

### **Evaluation of the success of the policy**

The policy will be judged by the key outcomes of learners with SEN or disability, in terms of:

- Meeting individual learning targets detailed in the Provision Map

- Making measurable progress in skills in reading, writing and mathematics
- Improved access to the wider curriculum
- Improved self-esteem and confidence (as perceived by the child)

Governors will monitor the satisfactory outcomes of any serious complaints as part of this evaluation.

### **General information**

The SENCO is Mrs Davies

The Named Person is Mrs Williams

The Designated Governor for SEN is Mrs M. Richardson, who can be written to confidentially, care of All Saints RC Primary School, Green Lane East, Thirsk, YO7 1NB.

Further information can be found on the North Yorkshire County Council web site:  
[www.northyorks.gov.uk/](http://www.northyorks.gov.uk/)

Go to Education and Learning → Parental Support → Special Educational Needs – Information for parents.

Here you will find the Local Authority policy on Special Needs and also a selection of leaflets

Parents can get help from a Parent Support Adviser at their local Children's Centre, telephone 0845 034 9592

Parent Support Advisers, as well as assisting parents with matters concerning special educational needs in the school setting, can also help when parents are experiencing problems with their child at home that are not manifesting themselves at school.

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