

## **Introduction**

This document provides a framework for the identification and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and we are committed to the agreed strategies.

This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The Mission for St Bernadette's Catholic Primary School,

*“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.*

*As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”*

Therefore the development and implementation of our Special Needs Policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

## **Principles and Purpose**

The definition of the Special Educational Needs as stated in the DfES SEN Code of Practice 2002 is:

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- 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.
- Are under compulsory school age and fall within the definition above or would do so if educational provision was not made for them.

The Special Educational Needs and Disability Act 2001 and Code of Practice 2002 legislate that the Special Educational Needs of children will normally be met in mainstream education. At St Bernadette's Catholic Primary School, we value all children and believe that we have a pastoral responsibility towards pupils in our care. We therefore support the inclusive ethos of the 2001 Act and this is reflected in our policy. Pupils requiring support include those of exceptional ability and talent as well as those who learn slowly and with difficulty. This policy addresses the needs of the latter who are the focus of the Code of Practice.

## **Our aims for SEN**

In line with our Mission Statement we aim to:

- Create an environment which is warm, welcoming and open, where children see each other as unique and valued members of the school and wider community.
- Enable all children to be aware of their own capabilities and to develop the confidence to achieve their potential.
- Create an environment where children can develop skills, self-esteem and motivation to become responsible for their own learning.
- Raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children.
- Recognise that all children may have special needs at particular times in their school career.
- Cater for the individual learning needs of every child whilst also recognising the need for specialised provision.

## **Our objectives for SEN are to:**

- Identify promptly all children who need special consideration to support their physical, social, emotional and intellectual development and to intervene using appropriate teaching methods.
- To identify pupils of all abilities who are underachieving and provide them with every opportunity to overcome their difficulty.
- To follow specific procedures and maintain appropriate records for the identification, review and monitoring of the special needs of individual children in accordance with the recommendations in the 2002 DfES Code of Practice.
- To provide full access to a broad and balanced curriculum, based on the Foundation Stage and the National Curriculum 2000, whilst appropriately differentiating work to match the needs of individual children.
- To support children to make the best possible progress by:-
  - a) Developing and maintaining partnerships with and between parents, pupils, staff, governors and external agencies.
  - b) Ensuring pupil participation at all stages.
  - c) Providing appropriate resources, information and skills within the school where practicable and within financial constraint.
  - d) Encouraging success for all pupils in accordance with the school ethos.

## **Annual Targets**

1. To identify pupils with SEN as early as possible in order that appropriate intervention will enable pupils to make good progress.
2. To improve the motivation of pupils with SEN through encouraging a self-evaluation process and involving them in target setting and reviews.
3. To use the LEA Performance Indicators for Value Added Target Setting (PIVATS) for target setting on Individual Education Plans (IEPs) and for

monitoring the progress of pupils with SEN in order to raise and measure achievement.

## **Responsibilities**

At St Bernadette's Catholic Primary School, SEN is seen as an integral aspect of every member of staff. There are however, people within school who have specific responsibilities.

### **The Role of the Governing Body is to:**

- Be fully involved in developing and monitoring the school's SEN policy.
- Take responsibility for devising and implementing the SEN policy through consultation, monitoring and evaluating success of the policy and ensuring that necessary revisions are undertaken.
- Establish staffing and funding arrangements to secure the necessary provision for pupils with SEN.
- Ensure that pupils with SEN are integrated into the school.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEN.
- Report annually to parents on the success of the SEN policy, any significant changes to it, resource allocation and consultation with the LEA and other agencies.
- Appoint a specific governor with responsibility for SEN.

### **The role of the Headteacher is to:**

- Take responsibility for the day-to-day management of the provision for children with Special Educational Needs.
- Keep the Governing Body fully informed.
- Work closely with the SENCO to co-ordinate provision.
- Convene, chair and report on Annual Reviews for all children with a Statement of Special Needs.
- Ensure that the policy is reviewed annually and any changes reported to parents.
- Ensure that finance is used in accordance with the LMSS formulae relating to SEN.

### **The role of the SENCO is to:**

- Co-ordinate the day-to-day operation of the school's SEN policy.
- Co-ordinate and monitor the on-going provision for children with SEN.
- Liaise with and offer advice to colleagues.
- Liaise with external agencies, for example the Educational Psychologist, the Lancashire Education Inclusion Service (LEIS), health and social services etc.
- Liaise with the SEN Governor and prepare reports for the governing body.
- Prepare documentation for Educational Psychologist involvement and application for Statutory Assessment, where appropriate.
- Manage Learning Support Assistants.

- Lead INSET to contribute to the professional development of staff.
- Purchase and organise resources.

**The role of the Class Teacher is to:**

- Provide a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognise and be constantly aware of the needs of each individual child according to aptitude and ability.
- Be fully aware of the school's SEN procedures for identifying, assessing and making provision for pupils with SEN.
- Be responsible for identifying children with Special Educational Needs and preparing an Individual Educational Plan, in liaison with the SENCO and the TA, if appropriate.
- Work with the classroom assistants to plan and provide opportunities for children to achieve the targets identified in the IEP.
- Discuss and review targets with children and parents.
- Ensure that pupils with SEN have access to the whole curriculum.

**The role of the pupil is to:**

- Be aware that the school is making special provision to meet their needs.
- Co-operate with teachers.
- Develop a growing understanding of their own needs and begin to take responsibility for their own learning.
- Become increasingly involved in self-review and target setting.

**The role of the parent is to:**

- Ensure that their child/ren attend school in good health, punctually and regularly.
- Be realistic about their child/ren's abilities and offer encouragement and praise.
- Participate in discussions concerning their child/ren's progress and attainments.
- Ensure early contact with school to discuss matters that affect a child's happiness, progress and behaviour.
- Take an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework such as hearing reading and assisting in other activities.
- Allow children to make increasing personal and social responsibility as they progress throughout the school.
- Attend school-based courses for SEN children.

**Ultimately it is the responsibility of the Headteacher and the Governing Body to monitor and oversee SEN provision.**

## **Procedures**

For co-ordinating educational provision includes:

- A nominal amount of time allocated for the release of the SENCO from class responsibility to fulfil their role.
- A regular staff INSET with an SEN focus.

### **For admission include:**

- Ensuring that all children are admitted to the school in accordance with the school's admission policy, which is detailed in the school brochure.
- Negotiation with parents of children with SEN and with their other professionals, in order to meet the best interests of the child.
- Making every effort to provide any necessary adaptation possible within the constraints of the school budget.

## **Identification and assessment arrangements**

Class Teachers have a key role in monitoring all aspects of pupil performance and, in particular, in identifying and assessing the needs of pupils in their care. Teacher assessment is vitally important in identifying pupils with SEN but formal performance indicators such as Baseline assessment, SATS, PIPS and diagnostic tests conducted by LEIS are also used to identify pupils' needs and support teacher assessment.

If the teacher, parent and/or other members of staff are concerned about a child's development in any area, they should approach the SENCO for advice.

When a child is identified as having Special Educational Needs, the school follows the model advised by the DfES Code of Practice 2002. Parents are consulted and kept informed at all stages.

When parents or Class Teachers have concerns about a child's development, they should discuss their concerns with the SENCO.

Areas of concern may include:

- Poorly developed early literacy or mathematical skills.
- A score below 35 on PIPS Baseline.
- A score of Level 2c or below in Key Stage 1 SATS.
- A score of Level 2a or below in Year 4 non-statutory SATS.
- Poor motivation or concentration.
- Disruptive behaviour/inappropriate social skills.
- Medical conditions that impact on learning eg physical disability

Differentiated learning opportunities are provided in class to meet the child's needs.

Differentiation is recorded in teachers' planning, including the use of Classroom Assistant Pupil record sheets.

### **School Action**

If the Class Teacher and the SENCO decide that the child needs a higher level of support than that included in normal class differentiation, the child will be entered on the SEN record. A child may need extra support if:

- There is continued difficulty in developing early learning, literacy or mathematics skills, which result in poor attainment in some curricula areas.
- The child continues working at levels significantly below those expected for children of a similar age in a certain area e.g.
  - a. Has a reading age of 12 months behind children of a similar age.
  - b. A score of Level 1a or below in KS1 SATS or a score of Level 2b or below in Year 4 optional SATS.
- Little or no progress is made even when teaching approaches are targeted in a child's identified area of weakness.
- A child has persistent attention, emotional or behavioural difficulties, which do not respond to the strategies agreed in the School's Behaviour and Discipline policy.
- A child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- A child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The teacher and the SENCO will then work together to draw up an Individual Education Plan (IEP). This will identify a maximum of three targets for the pupil which are specific, measurable, achievable, relevant and time related and will record strategies and resources to be employed. These interventions will be additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

A meeting will take place, wherever possible, with the child and the parents to discuss and agree these targets.

Classroom Assistants who work with the child will also be given a copy of the IEP and the Class Teacher will discuss their role in the implementation of the IEP. Records made by Classroom Assistants will be monitored on a regular basis.

Children and parents are invited to contribute to the IEP.

## **School Action Plus**

If it is felt that the child is not making satisfactory progress, the Class Teacher, SENCO and Headteacher will make a joint decision to request the support of external agencies. These could include the Lancashire Education Inclusion Service (LEIS), the Educational Psychology Service, the Pupil Referral Service or input from a Specialist EBD teacher, the Speech Therapist, the Occupational Therapist and Lancashire Education Medical Service. Parents will always be consulted prior to referral to any external agencies and will continue to be involved in agreeing and supporting targets set in IEPs. The SENCO will liaise with external agencies to obtain advice and/or assessment and will take account of this when devising a new IEP.

Indications that support from external agencies may be required are that, despite receiving an individual programme of support under School Action, a child:

- Continues to make little or no progress over two or more terms.
- Continues working at the Foundation Stage or National Curriculum stages at a level which is significantly below that expected from children of a similar age e.g.
  - a) A score of below 35 in the End of Baseline Assessment;
  - b) A Score of Level W in Key Stage 1 SATs;
  - c) A score of Level 2 in the Year 4 Optional SATs.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has an emotional or behavioural difficulty, which significantly and regularly disrupts a child's own learning or that of the class group, despite having an individual behaviour management plan.
- Has on-going interaction difficulties which hinder the development of social relationships and cause substantial barriers to learning.

## **Enhanced School Action Plus**

In a small number of cases where a child meets the LEA criteria for action we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. Provision at this stage is known as "Enhanced School Action Plus". This will be fully discussed with the parents beforehand and includes pupils with:

- Moderate and Specific learning difficulties;
- Speech, language and communication needs;
- Autistic Spectrum Disorder;
- Hearing Impairment;
- Physical Difficulties/Medical Conditions;
- Visual Impairment;
- Behavioural, Emotional & Social Difficulties.

Area Panels are able to allocate funding where appropriate up to Band C (WPN of 2).

### **Statutory Assessment**

If, after the above intervention programmes have been implemented, the child still demonstrates significant cause for concern and is identified by the external support agencies as having needs which cannot be met solely by the above arrangements, the SENCO refers the child for statutory assessment.

### **Statement of Special Educational Needs**

If, after statutory assessment, the LEA decides that the needs of the child cannot be met solely by the school's existing resources, it allocates extra funding for the school to provide additional support to the child. A statement is issued which identifies the provision to be made. The school is responsible for the organisation and monitoring of this provision reviews the process in conjunction with the LEA.

### **Review procedures**

Arrangements for pupils at the monitoring stage of the Code of Practice are the responsibility of the Class Teacher and are quite informal. Parents are informed of the child's progress twice a year at parents evenings.

Pupils who are at the School Action Stage and School Action Plus Stage will be reviewed three times per year to which parents and pupils are invited. External agencies that have had involvement with the child are also invited to attend.

At the meeting, progress is discussed and the targets and strategies identified in the IEP are evaluated. A record of the evaluation and implications for future action are recorded on the IEP form.

If the child has made little or no progress over a period of two/three terms or more, a decision may be taken to move the child on to the next stage of the Code of Practice.

If there has been continued satisfactory progress, all involved may make a decision that the pupil no longer requires specialist help and that their needs can be met by the normal differentiated curriculum available to all children. This is recorded on the IEP review form.

### **Indications for this are that:**

- The pupil is able to achieve and maintain their targets over a period of time.
- The pupil is no longer working at a level which is significantly below that of his/her peers.
- The pupil shows improvement in behaviour over a period of time.

- The pupil shows improvement in self-help, social and personal skills over a period of time.

Pupils with a statement of Educational Needs also have an Annual Review of progress. This is carried out by the school, in conjunction with the LEA. Pupils, parents and outside agencies that have had involvement are encouraged to attend.

An early review meeting may be called if the need should arise.

### **Integration and access to the Curriculum**

It is the policy at St Bernadette's Catholic Primary School to include all children into the life of the school and the wider community. Support staff are used to facilitate this and special needs pupils are taught within the classroom setting. It is recognised, however that at times this is inappropriate, and children may be withdrawn to work with a group outside the normal classroom setting. Support staff are used for withdrawal work in the subject being taught in class, wherever possible.

All pupils within the school follow the school curriculum including the Foundation Stage and the National Curriculum. The provision and delivery of the curriculum is differentiated and matched to the pupils' ability. Where appropriate, this may involve:

- The provision of equipment to support learning.
- Adaptation of the materials presented to a group within the class.
- Breaking work into small steps so pupils can achieve success.
- Use of a behaviour reward chart with realistic aims to enable the child to succeed.
- Consideration of concentration and grouping of pupils.
- Withdrawal of an individual or small group to work outside the classroom.
- Use of ICT as a stimulus, a tool for learning and to produce quality work and so raise self-esteem.

### **Partnership with parents**

At St Bernadette's Catholic Primary School, parents are recognised as the primary educators of their children. Their contribution in terms of identification and support of pupils with Special Educational Needs is fully recognised. Parents of all children are always welcome to discuss any matter relating to their child with the Class Teacher, the SENCO or the Headteacher. Parents are advised to contact the school to make an appointment in order to ensure that staff are available.

- Parents are kept fully informed where their child has Special Educational Needs and, wherever possible, this is done by personal contact.
- Parents with children on School Action and/or School Action Plus are encouraged to attend review meetings, support the targets identified in the IEP and provide help at home wherever possible.

- Parents are given copies of their child's IEP and offered access to the school's SEN policy.
- Parents are made aware of the independent Lancashire SEN Parent Partnership organisation and the LEA SEN liaison officers.

### **Complaints Procedure**

- If a parent has cause for complaint, they can express their concerns initially to the Class Teacher or the SENCO.
- In the event of the initial meeting failing to resolve the issue, or if the concerns persist, they should be brought to the attention of the Headteacher.
- In the event of continuing dissatisfaction, parents will be advised to take their complaints to the Governor with the responsibility for SEN.
- Should an impasse arise between the parent and the school, assistance will be sought from the LEA (see Formal Complaints Policy).

Parents are entitled to attend and be represented at each stage of the complaints procedure.

### **External Agencies**

At St Bernadette's Catholic Primary School, we recognise and welcome the support and advice received from external agencies. We aim to develop and maintain successful working partnerships and to integrate their support into the life of the school. The SENCO is responsible for the liaison with external agencies along with Mrs J Postlethwaite.

As a school, we purchase support from the Lancashire Education Inclusion Service to implement provision for pupils with a statement of educational needs, to assist the SENCO in overseeing the support assistants delegated to work with these pupils and to carry out diagnostic assessments on any pupils identified by the school. The SENCO liaises with the designated teachers from LEIS on a regular basis.

The school also receives input from the following professionals:

Educational Psychologist  
 Speech Therapist  
 Occupational Therapist  
 Physiotherapist  
 Attendance Support Worker

### **Links with other schools**

- Every effort is made to contact nursery classes and playgroups for discussion of children with Special Educational Needs prior to entering Reception Class.
- Contact is made with the previous school of any child with SEN entering the school at a point other than Reception, to determine how the child will

be inducted and to enable us to benefit from previous knowledge of the child.

- Meetings are planned with the Headteacher, SENCO and prospective Class Teacher to ensure that the needs of the child entering the school with SEN can be met as fully as possible.
- Records of any child with SEN are sent to the receiving school within 15 school days and the appropriate services contacted so that suitable provision can be made.

When a pupil with a Statement of SEN is to transfer to high school, the LEA representative is invited to attend the Year 5 Annual Review, which is held in the Summer term. At this review, clear recommendations will be made as to the type of provision the child will require at high school, so that parents can consider this when choosing the secondary school. Any amendments to the child's statement as a result of this review will be finalised by 15<sup>th</sup> February in the year of transfer.

The SENCO and the Head of Year 7 of the school the child will attend are invited to the Summer term review meeting in Year 6. This will provide an opportunity for them to meet the child and parents, discuss provision and answer any questions or concerns from the child and/or parents and to be given the appropriate records. The TA may accompany the child on visits to the school and arrange extra visits if appropriate.

When a pupil with SEN but without a statement is to transfer to high school, discussion will take place between the Year 6 teacher and the liaison teacher from the relevant high school. Written records, including IEPs and the requisite transfer forms will be given/sent to the liaison teacher.

We are always willing to be consulted by the receiving school at any point after a child has transferred if we can give assistance to support the continuity of the child's development.

### **Allocation of resources**

The requirements for children in school with Special Educational Needs are reviewed annually when developing the School Improvement Plan. Financial resources are allocated by the LEA and the Headteacher and Governors make a decision as to the amount of money designated to Special Needs for the School Action and School Action Plus stages of the Code of Practice. This is based on the number of children currently in school identified with SEN and the anticipated level of support and resources needed, subject to budget funding.

Funding allocated to SEN is used to purchase:

- Support for pupils with statements and advice as needed.
- Additional resources for school
- School training and INSET

## **Staff Development**

Standards Fund is used to ensure appropriate training for the SENCO and knowledge and skills are developed through regular liaison with LEIS and other external agencies. Cluster meetings are attended where possible.

Staff meeting time is designated to disseminate knowledge to staff.

INSET requirements and priorities are considered annually by the SENCO in discussion with the Senior Management Team and linked to Job Descriptions, Performance Management Objectives and the School Improvement Plan.

Standards Fund is also used to offer training to Teaching Assistants.