

The Federation of St James the Great and St. John's Catholic Primary Schools



Special Educational Needs and Disabilities Policy for Inclusion

This policy was reviewed and updated in January 2019.

Rationale:

The federation of St James the Great and St John's Catholic Primary Schools provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs or a disability that requires particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs at any time during their school career. These needs may be for a short period only. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

There are four primary areas of special education need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development (including reduced mobility).

The Equalities Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aim:

- We create an environment that meets the need of each child.
- We ensure that the SEND of each child is identified, assessed and provided for.
- We have clear expectation of all partners in the process (**including Parents**).
- We identify the roles and responsibilities of staff in providing for each child's need.
- We enable all children to have full access to all elements of the school curriculum.

Educational Inclusion:

At the federation of St James the Great and St John's Catholic Primary Schools we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs initially through Quality First Teaching by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs and Disabilities:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if: they have significantly greater difficulty in learning than the majority of children of the same age; or they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning and we engage with parents when there are concerns. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Support or Early Years School Support, if the child is at Foundation Stage. The child's class teacher, with the support of the SENDCo, will provide interventions that are different from or additional to those provided as part of the school working practices. These interventions will be strategies identified in Wave Two/Three as being particularly successful in helping a child make significant progress. Furthermore, they are strategies which allow progress to be measured.

Some of the strategies will require the child to work in a small group, while others will be on a one to one basis with either a class teacher or a teacher support assistant. On other occasions a child might be paired with another child while other strategies will require the child to work independently under the guidance of the teacher.

Individual Education Plan:

The strategies used to support a child will be recorded on an I.E.P.(individual education plan). The IEP will show the short term targets set for the child and the teaching strategies used. It will also indicate the planned outcomes and date for the plan to be reviewed. In most cases this review will take place once a term. Should it be found that unsatisfactory progress is being made, alternative interventions will be put in place. If after review, however, the class teacher and parents feel that the child would benefit from further support, and then the SENDCo will make arrangements for further support for the child from outside agencies.

Outside Agencies:

Parents will have been included at all stages of discussions and they are asked to sign a consent form when support from outside agencies is brought in. This may lead to additional strategies or strategies that are different from those used in School Support. External support services will provide new information for the child's new IEP There are various outside agencies working with children with special educational needs.

1) Local Authority (LA) support services, which include specialist teachers of pupils with hearing or visual impairments, speech and language impairments, teachers for children with specific learning difficulties such as dyslexia, children on the autistic spectrum disorder and children with physical impairments such as dyspraxia.

2) The Educational Psychologist, who can provide specialist assessments and advice and strategies for managing children with behavioural difficulties including on some occasions the involvement of the Pupil Support Service and monitoring and assessing progress.

3) The Health Services, including speech and language therapists, occupational therapists, physiotherapists and the school nurse.

4) CAMHS (Child and Adolescent Mental Health Service).

5) Outreach support from special schools offering help with children with Autistic Spectrum Disorder, Behaviour Emotional Social Disorders, Communication and Physical difficulties, Moderate Learning Difficulties and Severe Learning Difficulties.

6) Children's Services including Social Care and Early Help Services including EWOs (Education Welfare Officers), who can work with children who have been excluded from school, or who are at risk of exclusion.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment, with parental support, will be made to the LA. A range of written evidence about the child will support the request.

The Role of the Special Educational Needs and Disabilities Co-ordinator:

- manages the day-to-day operation of the SEND procedures;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational and disability needs;

- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff;
- monitors and evaluates SEND strategies and progress.

The Role of the Governing Body:

The Governing Body will:

- Ensure that the necessary provision is made for any pupil with Special Educational Needs and Disabilities.
- Ensure that for children where the authority has notified the School that a child has SEND all staff members are aware of their needs.
- Ensure that School staff are aware of the importance of identifying and providing for those pupils with SEND
- Consult the LA and other schools where it is necessary or desirable to co-ordinate SEND in the area as a whole.
- Ensure that pupils with SEND join in the activities available for all children in the school as much as is reasonably practical
- Report to parents on the implementation of the School's Inclusion Policy
- Have regard to the Code of Practice when carrying out the School's SEND Procedures
- Ensure that the School notifies parents that SEND provision is being made for their child.
- Appoint a governor with responsibility for SEND who will regularly visit the school and liaise with the SENDCo and Headteachers.

Allocation of Resources:

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health and Care Plans (EHC Plans).

- The Headteacher informs the Governing Body of how the funding allocated to support SEND has been employed.
- The School receives formula funding from the Authority for Special Educational Needs and top up funding for some Education Health and Care Plans.

Assessment:

Early identification of children not making progress or reaching age related expectations is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns about their child and enlists their active help and participation. The class teacher and the SENDCo assess and monitor the child's progress in line with existing school practices. This is an ongoing process. The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before drawing up an Education, Health and Care Plan (EHC Plan). The needs of the child are considered to be paramount in this as are the views of the parents.

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring
- feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Support or with an EHC Plans have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents:

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents are informed when their child is placed on the SEND register and receive or are shown a copy of the child's IEP. Parents are also asked to sign a permission slip so that should their child need to meet with someone from an outside agency, then permission to do so is readily available:

- Parents' contributions are valued as equal partners in a child's education.
- Parents are kept full involved and informed by SENDCo, class teacher and Headteacher.
- The wishes and knowledge of parents are always acknowledged.
- Meetings with parents are regularly arranged, including academic tutoring day, annual and interim reviews, IEP meetings, PSPs, formal and informal meetings with the SENDCo.
- Parents are invited to attend assessments by outside agencies.
- Parents who need extra support or help may be referred to support groups or the Local Authority's parent support body known as Southwark Information Advice and Support Team.

Staff Development:

The SENDCo and support staff regularly attend courses in order to keep up to date with current thinking and teaching strategies to assist pupils with SEND and those who are the most able. The SENDCo also seeks support from outside agencies, who may also provide training.

The SENDCo provides in service training for teaching staff in order to pass on information. The SENDCo and support staff are well trained in those strategies used in Wave 2.

Pupil Participation:

The staff at the schools encourage children to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets.

Complaints Procedure:

Parents may wish in the first instance to settle any complaints by speaking to :

- 1) the class teacher
- 2) the SENDCo
- 3) the head teacher
- 4) the SEND governor

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LA and school through an independent mediation Service known as Southwark Information Advice and Support Team. The service is part of the LA and operates at "arm's length" to provide parents and carers of children with special needs with a range of independent information and support matters relating to their child's special needs. This includes:

- Attending meetings with parents.
- Providing a venue for parents to meet, hold workshops, and borrow resources.
- Helping parents to assess their views and concerns.
- Signposting Parents to other help and support.

Transfer of information between schools:

It is the school's policy to transfer all relevant information about a child with SEND should that child transfer to another school. At the time of transfer to secondary school, the SENDCos from the two schools should meet so that information can be passed on and so that particular strategies that are in place can be continued if it is considered appropriate to do so.

Monitoring and Review:

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for children.

Signed:

Date: January 2019