



Learning in the Light of Christ **St Thomas' Catholic Primary Policy** **Inclusion & Special Education Needs** **Policy**



Most recent review	September 2020	Next review due	September 2020 September 2021
Governor Responsible	Local Governing Body	Written by	<i>Geraldine O'Keefe Parr</i>

This policy will be reviewed at any time on request from the Governors, or at least once every two years.

Reference is made to:

- SEN Code of Practice DfES 2001
- The Education Regulations 1999
- Inclusive Schooling DfES 2001
- National Curriculum DfES 2000
- SEN and Disability Act 2001
- Disability Discrimination Act 1995

SECTION A: SCHOOL ARRANGEMENTS

1.1 Definition

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for all pupils, particularly those children with special educational needs (SEN) and learners with learning difficulties and disabilities (LLDD), at St Thomas Catholic Primary School.

LEA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy. Children have SEN if they have a learning difficulty that calls for additional educational provision to be made for them, above and beyond classroom differentiation. Additional educational provision means: “for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area” (CoP 1.3).

This document provides a framework for the identification of and provision for children with additional educational needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

In this document the term SEN will be used to define children who are receiving SEN Support or above on the school’s SEN register (children who require additional support which is different from the normal differentiated curriculum).

1.2 Aims

- To ensure that children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To involve parents, pupils and others in developing a partnership of support.

1.3 Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for differentiation/SEN.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality, inclusive mainstream education.
- To plan for any pupil who may at some time in their education have additional educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the opportunity to experience a sense of achievement.
- To identify pupils who may be experiencing learning difficulties as early as possible.
- To provide appropriate support for pupils with SEN and monitor the impact of these interventions.
- To work in partnership with the child's parents and other external agencies to provide for any child's additional special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

2. Roles and Responsibilities

All members of St Thomas' school community work towards these aims by:

- Using school procedures for identifying, assessing and making provision for all pupils, including those with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The governing body, in collaboration with the Head Teacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEN policy and reporting to parents annually.

- The governing body has appointed Trish Pennington, as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs. (CoP 1:21 and 1:39).

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the management team, the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SEN co-ordinator.

3. Co-ordinating and Managing Provision

The SEN Co-ordinator (SENCO), Mr Liddle, is responsible for:

- The daily implementation of the school SEN policy.
- Liaising with and advising teaching staff and TAs on differentiation/SEN matters.
- Managing Teaching Assistants (TAs)
- Co-ordinating the provision for children with SEN.
- Overseeing the records of all children with SEN.
- Contributing to the in-service training of staff.
- Liaison with parents and external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies (CoP 5.32 and 6.35).
- Reviewing provision with the Headteacher through termly School-Based Reviews
- Reviewing the impact of interventions.

All teaching and non-teaching staff are involved in the development of the school's SEN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with additional educational needs. Teachers have responsibility for managing the work of TAs and supplying them with planning and differentiated work.

4. Admission Arrangements for Pupils with Special Educational Needs

This School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education Health Care Plan in a mainstream setting, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of Resources

The governors always use all of the SEN budget share and additional funds accessed from the school budget. The SENCO, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

Action to meet pupil's special educational needs, aims to promote independent learning. This tends to fall within 4 broad strands:

- Assessment, planning and review.
- Grouping for teaching purposes.
- Additional teaching resources.
- Curriculum and teaching methods.

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff- child ratio and use of alternative resources.

2. 1 Identification, Assessment and Monitoring.

This follows a graduated approach as required by the 2001 SEN Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion:

- Setting suitable learning challenges.
- Responding to pupil's diverse needs.
- Overcoming potential barriers to learning and assessment.

The new Code does not assume that there are set categories of SEN but recognises 4 broad areas:

- Communication & Interaction (Language & Autistic Spectrum Disorder).
- Cognition & Learning (General Learning & Specific Learning difficulties).
- Physical and Sensory.
- Behavioural, Emotional and Social.

2.2 Identification and Intervention

At St Thomas Catholic Primary we believe in early identification and intervention for pupils with SEN. The school protocol for identification is as follows:

- Member of staff has concerns about a child's progress and brings these concerns to the SENCO.
- SENCO discusses child and the concerns are noted
- Parents are informed of the school's concern and decision is then taken about next action.
- If it is felt that the child requires the involvement of an External Agency, then the child is noted at **SEN Support** (a child requiring provision which is additional to and different from the rest of the class which includes support from outside agencies).
- Parents should be involved at all stages of this process.

- At any stage of this process, assessment may take place by the class teacher, teaching assistant or SENCO.
- For some children with complex needs an **EHC Plan** may be necessary, acquired via the Statutory Assessment Process. The pupil's SEN and provision will be summarised within the EHC plan and this will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHC plan.

2.3 St Thomas Catholic Primary School SEN intervention includes:

- Children at SEN Support or with an EHC plan will have a Provision Plan which will be reviewed three times a year. Targets will be set and reviewed with child and parental involvement.
- Provision for children with an EHC plan is reviewed annually in line with LEA requirements through the Annual Review process.
- Provision mapping will take account of all interventions and will be used to show provision within a class / year group and for individuals.
- Assessment of progress is a key tool in planning future targets / intervention.
- Provision for children that is additional to / different from includes in-class support in a group or individually, and group or individual work outside the classroom eg movement for learning groups, speech and language support, pastoral support.

3. Providing Curriculum Access and Inclusion

Pupils with SEN will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies are used depending upon the nature of the child's needs.

St Thomas Catholic Primary School is an inclusive school, cultivating a sense of community and belonging through its:

- Outstanding care, guidance and support offered to all pupils
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

4. Evaluating Success

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENCO and Head Teacher
- Analysis of pupil tracking data and test results for individuals and cohorts
- Value-added data for pupils on the SEN register
- Termly monitoring of procedures and practice by SEN Governor
- School self-evaluation, using a variety of approaches
- School Based Review Meetings
- The School Improvement Plan/SEN Development Plan

5. Complaints

Any complaints regarding this Inclusion and Special Educational Needs Policy or the provision made for children with SEN should be addressed in the first instance to the class teacher. If parents

need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the Mediation Service.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Staff Development

The auditing of training needs is based on the TTA National Standards for SENCOs and specialist teachers of SEN as well as School Improvement Plans.

- SENCOs, Teachers and TAs will attend SEN courses which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEN.
- Newly Qualified Teachers (NQTs) will access specific training and induction programmes.

2. Working in Partnership with Other Agencies, organisations and support services

The school has access to external support services for pupils with SEN via the Local Inclusion Forum Team meetings which are held termly. During these meetings it is possible to seek advice from the Educational Psychology Service and the Specialist Teaching Service. Additional services may include other agencies such as Speech and Language, Autistic Outreach and the Visually Impaired Support Service. There may be liaison with special schools and other specialist provision.

3. Partnership with Parents

We aim to promote a culture of co-operation with all parents of children with SEN. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them, within a provision plan.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHC plans.

4. The Voice of the Child

In this School we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them.

- Incorporating their views in every aspect of their education.
- Developing their independence and skills of self-monitoring.
- Introducing the principles of Building Learning Power, enabling every child to meet their full potential.

5. Links with other Schools

- We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- We have close links with our pre-school and liaise closely to ensure that children with identified SEN have a smooth transition to school.
- We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.