1 Introduction

St. Teresa’s is a Catholic school with our values enshrined in our Mission Statement. In accordance with that Mission Statement, we are committed to ensuring that full provision is made for children with special educational needs. This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
  - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51 – Information to be included in the SEN information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:
Behaviours Policy, Equalities Policy, Child Protection Policy, PSHE and SEAL Policy, Complaints Policy, Medication Policy and Restorative Justice

1.1 Terminology and Abbreviations used:

- ASD: Autistic Spectrum Disorder
- EHCP: Educational and Health Care Plan. During transition period from statements to EHCP, we are including existing statements under this abbreviation in this policy.
- LA: Local Authority (Kent County Council)
- LIFT: Local Inclusion Forum Team
- SENCo: Special Educational Needs Co-ordinator
- SEND: Special Educational Needs or Disability. SEN is used to include both children with educational needs and those with disabilities throughout the document.

1.2 Definition of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(a) He/she has a learning difficulty where there is a significantly greater difficulty in learning than for the majority of others of the same age;

(b) He/she has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 15/16)*

(c)
Definition of disability:
Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p16)

2 Admission to St Teresa’s
The school currently meets the needs of pupils with an EHCP for ASD (Cognitive and Learning, Communication and Interaction) and ASD (Social Emotional Mental Health, Communication and Interaction). Decisions on the admission of pupils with an EHCP are made by the Local Authority.

The admission arrangements for other pupils do not discriminate against or disadvantage disabled children or those with SEN. All school places are allocated in line with the School Admissions policy, a copy of which can be found on the school website.

We make provision for frequently occurring special educational needs eg. dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and behaviour difficulties. There are other special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

3. Identification of and provision for pupils with SEN

3.1 Core Standards

In St Teresa’s we have a proud record of good and outstanding teaching which all staff work hard to maintain. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. You can find fuller information at http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards

This policy ensures that teaching arrangements and strategies are fully inclusive. At the heart of the work of every class at St Teresa’s school is a continuous cycle of assess-plan-do-review, which takes into account the wide range of abilities, aptitudes and interests of children. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The school will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

At St Teresa’s we formally monitor the academic progress of all pupils three times a year. We also use a range of ongoing assessments – National Curriculum assessments, Language Link screening, Phonics screening, SATS, reading assessments. The school is committed to early identification of SEN. Where progress is slower than expected, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up with class average expectations. Those children whose overall attainment or attainment in specific subjects falls significantly outside the expected range, may have special educational needs.
3.2 SEN register and Monitored List

The school holds a register of pupils who have been identified with SEN, information which is made available to the LA. The register is updated 3 times annually to reflect children’s current progress and needs. If the pupil is able to make good progress using additional and different resource or strategies (but would not be able to maintain expected progress without it) we will continue to identify the pupil as having SEN. If the pupil is able to maintain expected progress without the additional and different resources or strategies, he / she will be removed from the SEN register. Parents will be notified of any changes to their child’s SEN status.

Those children who are removed from the SEN register continue to be checked on our Monitored List, which identifies those children whom we are monitoring for possible SEN issues as well as those who have been recently removed from the SEN register.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The school will record the steps taken to meet the needs of individual children and the SENCo is responsible for ensuring that the records are kept and are available as needed. As with all files held at school, parents have the right to ask to view all information held relating to their child. This request must be put in writing.

3.3 Provision for those not making expected progress

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’

When a child is identified with SEN, the class teacher will:

- Identify and provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on the action to support the child within the class;
- Use the assessment process to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child’s achievements and experiences to form the basis for planning the next steps of the child’s learning.
- Involve parents in implementing a joint approach at home
- Provide extra support to address identified issues and problems.

Examples of extra support provided for identified children –

- Numbers Count (1:1 or 1:2) - Numbers Count is a multi-sensory maths approach which uses structured apparatus such as Numicon to raise achievement in maths.
- Friendship groups - Trained staff work with small groups to develop skills to enhance social, emotional and well-being aspects of everyday living.
- Maths Booster sessions – usually conducted in small groups in classroom environment.
- Handwriting groups
- One to one tutoring
- Pre-teach groups- children are introduced to key vocabulary and concepts prior to them being introduced in main teaching lesson.
- Smaller reading groups (perhaps 1:1)
- Phonic groups
- Language/Speech Link programmes to address the outcomes of Speech and Language assessments
- Fizzy - a gross motor skills programme, focusing on three areas; balance, ball skills and co-ordination.
- Clever Hands - a fine motor skills programme focussing on the development and coordination of finger muscles.
- Use of specified ICT software learning packages
3.4 Provision for those with behavioural difficulties

All children are introduced to class rules and our Behaviour Policy on entering school and these are reinforced in assemblies and in class. Parents of children whose behaviour causes concern, will have regular meetings with staff to ensure a co-ordinated approach between school and home. Those who continue to have behaviour problems will have an Individual Behaviour Plan drawn up for them. The class teacher/SENCo will meet with parents and the child to discuss the targets set. These will be reviewed termly or more frequently if necessary. In some cases the SENCO may refer the child to an outside agency such as the educational psychologist or the behaviour support service. Our Restorative Justice and Exclusion Policies will also be referred to when dealing with behavioural issues.

3.5 Involving External Agencies

We will have already identified that the pupil has SEN because the school is making special educational provision for him/her, which is additional and different to what is normally available. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We access external advisors who use their preferred assessment tools – Speech and Language Therapists, Educational Psychologists, Specialist Teachers. The mechanism for accessing support from external agencies is through the Local Inclusion Forum Team (LIFT) meetings, held six times annually. It is attended by SENCos of local schools and representatives of specialist services.

The purpose of more detailed assessment is to understand the additional resources and different approaches required to enable the pupil to make better progress. These will be shared with parents, put into a SEN provision map and reviewed regularly.

4. St Teresa’s policies for making provision for pupils with SEN

4a) Reviewing provision and progress for SEN children

Every pupil has their progress formally recorded three times per annum. SEN pupils may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

For all SEN pupils there will be an evaluation and review of the provision made three times per annum. The collation of reviews and evaluations of effectiveness will be reported to the governing body. Each review of the SEN provision map will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

4b) Adapting the curriculum and environment

The school follows the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We incorporate into our teaching the advice provided as a
result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

The school ensures development of its provision as part of the school’s accessibility planning:

- **premises** – an accessible ramp leading from the classrooms to the playing fields, electronic car park gates to control traffic and to keep vulnerable children in a safe area for home-time collection; provision of small spaces to facilitate meetings with outside agencies and for small group work with SEN children, recent extension and enclosure to the KS1 classes, to provide a safer quieter learning environment.

- **curriculum** – additional staff employed to deliver separate curriculum to those children who can’t access the expected class curriculum; National SENCo award completed by the current SENCo; training of staff in specific areas of need related to SEN delivered by specialists and SENCo.

4c) **Additional support**

As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In a small number of cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

4d) **Inclusion of SEN children**

All clubs, trips and activities offered to pupils at St Teresa’s are available to SEN pupils. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of a pupil in the activity. In all cases the safety of the pupil and the safety of other participating pupils is a primary consideration. After school activity clubs, Early Bird Club and Night Owls are non- statutory provisions. As such, access to these extended school services may not be offered to children who have difficulty with the longer school day involved. The final decision rests with the Headteacher.

4e) **Pastoral and behaviour Support**

Pupils in the early stages of emotional and social development, because of their SEN, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. At St Teresa’s we understand that it is important to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and friendship groups. Support is also indirect through every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we provide a range of help e.g. time-out space for pupil to use when upset or agitated, mentor time with a staff member. Access to CAHMs or counsellor services is subject to referral.

5. **Staff training in dealing with SEN issues**

All teachers and teaching assistants keep up to date with training regarding the various SEN issues typically presented in the school. All staff have the following training on an annual cycle of no more than 3 years—ASD awareness training, Epipen training, Buccal administration, Hemiplegia awareness; Epilepsy Awareness and Dyslexia training; Autism Training
In addition relevant staff have received the following enhanced and specialist training—National SENCo award completed by SENCo; PE and the inclusion of children with disabilities; Fizzy Training; Facing Challenging Behaviours; AEN Updates; Nuture group training; Clicker 6; Irlens’s Awareness ASD Volunteering Course; Early Bird Programme in conjunction with parents, Wellness Course, Leuven scale training. Where a training need is identified, we will find a provider who is able to deliver it. Training providers we regularly approach are, Wyvern Outreach, Educational Psychologist, Speech and Language therapist, Occupational therapists, Physio therapist, Play Therapist, Specialist Teaching Service, School Nurse etc. The cost of training is covered by the notional SEN funding.

6. Equipment and specialist facilities
Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

7. Parental Consultation
Parents of all pupils are invited to discuss the progress of their children on two occasions a year and receive a written report twice a year. In addition to meeting the class teacher, parents of children with SEN will also have a separate discussion with the SENCo three times a year. We arrange meetings outside these times to discuss particular issues. Extra meetings can be held at the request of the SENCo, the class teacher or the parents. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having SEN because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to enable them to contribute to assessment, planning and review.

Parents of SEN pupils with an Education Health Care Plan (EHCP) will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.
When a pupil has been identified to have SEN because special educational provision is being made, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

8. Complaints procedure regarding SEN provision
An atmosphere of open communication will help to prevent misunderstandings. We encourage parents to discuss their concerns with the class teacher, SENCo or Pastoral Manager. If concerns remain they should speak to the Headteacher to resolve the issue, before making the complaint formal to the Chair of the governing body. The
normal arrangements for the treatment of complaints at St Teresa’s are used for complaints about provision made for special educational needs.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education Health Care Plan (EHCP), where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

9. Involving External agencies

The governing body will involve external agencies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body have engaged with the following:

- Free membership of LIFT for access to Specialist Teaching and Learning Service (STLS)
- A Service Level Agreement with Educational Psychology service for between 3 and 6 days per year
- Access to LA’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO - NASEN

10. Support services for Parents of SEN pupils

Information Advice and Support Kent provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child’s education. They can be contacted on

HELPLINE: 03000 41 3000
Office: 03000 412 412
E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

11. Transition arrangements

At St Teresa’s we work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. Once we are aware of the children coming into the school from Nursery, the class teacher and SENCo will arrange a meeting with the Nursery provider to discuss the children for the new intake. In this meeting the Nursery will pass on any relevant information that the school needs to be aware of. This could involve pre-existing involvement of external agencies – eg School Nursing, Speech & Language, Early Years Specialist Teaching, Educational Psychology.

For the Year 6 children, the SENCo contacts the secondary school of the SEN children and arranges a meeting for transition. This includes discussing current academic levels, medical history, EHCP reviews and information that is relevant to the individual child. We contribute information to a pupils’ onward destination by forwarding the child’s SEN folder, which will give insight into the child and their specific needs.

Children with an EHCP will start the secondary transfer process in the summer of Yr5, which is a term earlier than their peers. The review of their plan in Yr5 will give clear recommendations as to the type of provision the child will
require at secondary stage. The SENCo of the receiving secondary school will be invited to attend the final review of pupils with an EHCP in order that an appropriate provision map may be drafted, ready for the beginning of the new school year. This will enable parents and pupils to be reassured that an effective and supportive transfer will occur.

Within school, it is the responsibility of the class teacher to provide suitably differentiated programmes for all the children in the class. In July each year, as part of our transition programme, there is a joint meeting between the current class teacher and the new teacher, to ensure all relevant information is passed on. Additionally, in the case of SEN children, there is a meeting between the SENCo and the new class teacher both in July to prepare for the incoming class and in Sept to ensure all necessary provision and resources are being successfully implemented in the new class.

12. Local Authority local offer for SEN provision

Kent’s Local Offer information can be found on www.kent.gov.uk through the following link: http://www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access may make an appointment with the SENCO for support to gain the information they require.

13. Key personnel

The SENCo is responsible for maintaining regular contact with and for liaising with the head teacher, governors, parents and outside agencies. The SENCO at St Teresa’s is Mrs Wendy Desmet, who is a qualified teacher, completed the National Award for SEN Co-ordination.

The SEN link Governor, Dr. Francis Epulani, can be contacted through the school office.

The SENCo may refer some children to our pastoral support manager, Mrs Anna Kerr.
Appendix A

SEN policy - Statutory and School Requirements

Appendix 1

The Governing Body has important statutory duties towards pupils with SEN. They should, in co-operation with the Head Teacher:

- Determine the school’s general policy and approach to children with SEN.
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEN join in the activities of the school together with pupils who do not have special educational needs - so far as that is reasonably practical and compatible with the pupil receiving special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the 2014 Code of Practice when carrying out duties toward all pupils with SEN
- Ensure that teachers in the school are aware of the importance of early identification and provision for those pupils with SEN.
- Ensure that the school’s Admissions policy is properly administered and that requests for admission of SEN pupils are treated equally and fairly.

The ‘Responsible Person Role’ – to be taken by designated member of the Governing Body – Dr Francis Epulani.

Responsibilities of named Governor include:

- To meet as necessary with Headteacher and SENCO
- Inform Governors of relevant government legislation, LA initiatives, school practices
- Monitor provision in liaison with SENCO

Headteacher

Name: Mrs B.Brown

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEN. More specifically the Headteacher in liaison with the SENCO takes responsibility for:-

- Keeping the Governing Body fully informed.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEN budget to secure provision for children with SEN.
- Liaising with parents of SEN children where appropriate.
- Attending meetings with SENCO and named Governor as necessary.
Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will also make provision for such children and ensure that they have full access to the curriculum.

- Planning classwork to ensure the inclusion of all pupils.
- Raising ‘expressions of concern’ and implementing a plan of action for those children at all stages – passing copy to SENCO.
- Maintaining records of all pupils with SEN.
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions for provision maps
- Preparing reports for meetings involving SEN children from their class
- Implementing and monitoring provision maps in the classroom.
- Liaising with teaching staff including TAs and other support staff in planning and evaluating programmes of work with pupils.

Teaching Assistants and Support Staff

The role of the TA is to be aware of and support the school with regards to:

- The curriculum statement for teaching and learning.
- The SEN policy.
- The behaviour policy and other relevant curriculum policies.
- The programme of work for nominated children as directed by class teacher.
- Meeting with external specialists as required.
- Attending appropriate training courses (overtime or time off in lieu will cover additional hours)
- Attending meetings as necessary with Headteacher and SENCO.

Midday Supervisory Assistants

- To be conversant with and apply the school’s behaviour policy
- To follow specific behaviour programmes for children as required by class teacher.
- Be alert to incidents of bad behaviour, unkindness or bullying and report incidents to relevant class teachers, or Headteacher.

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