Special Educational Needs Policy (including Disability)

St Wilfrid’s Catholic Primary School
Date reviewed: Jan 2018
Date to be reviewed: Jan 2019
Version: Two
St Wilfrid’s Catholic Primary School
SPECIAL EDUCATION NEEDS [SEND] POLICY

All teachers are teachers of SEND.
SEND Code of Practice – page 44.para
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1. Principles
Every child should have the opportunity to achieve his/her potential.
Many children, at some time during their time at school, will have individual needs for which they require special help or support.
All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum is the means by which this is achieved. Only in exceptional circumstances can the National Curriculum requirements be modified or disapplied. [1988 Education Act]. All children with SEND will be identified as soon as possible.
Some pupils will need additional support and encouragement, either from a peer or from an adult in order to participate fully. This will be done as far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. We will ensure that the pupils with SEND will be fully involved in all aspects of the life of the school and have an equal voice. Any child with established SEND appears on our register of Special Education Needs. We also have a ‘monitoring’ register where concerns are raised but the child is not at the code of practice stages.

2. Aims and Objectives
All pupils staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility. Our school statement and the aims of the school direct our thinking.

OUR SCHOOL VISION STATEMENT
‘AIM HIGH, BELIEVE AND ACHIEVE’

The Aims of our School
In a world that is rapidly changing we aim to:
• make learning fun and inspiring, developing a thirst for knowledge and an enquiring mind
• foster positive self-esteem by valuing all achievements
• nurture the whole child, developing their emotional, social and spiritual awareness
• provide an inclusive environment where everyone is encouraged to fulfil their potential
• help children to become responsible and caring citizens
• lead healthy lives in a happy and safe environment
• encourage good behaviour and mutual respect for others and the environment
• work in partnership with parents, carers and the wider community
3. Admission Arrangements
See School Admission Policy.
The admission of pupils with statements of SEND will be considered by repreSENDtative Governors including the Headteacher or her elected nominee to ensure that the pupils needs can be met.

4. Roles and Responsibilities
The Governing Body has responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.
There is a named Governor with responsibility for SEND.
The ownership of the SEND policy is with the Governing Body.

The Governing body together with the Headteacher: -
• Determines the school policy and approach to provision for SEND
• Will establish the appropriate staffing and funding arrangements
• Will ensure that the SEND pupil joins in the activities of the class together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision and considering the efficient education of other children in the school and the efficient use of resources.
The SEND Governor will maintain an oversight, monitor identification, provision and effectiveness through regular liaison with SENDCO.

The Headteacher's responsibilities are to ensure that: -
The policy is implemented
• The Code of Practice procedures are properly followed
• SEND INSET arrangements are made
• Resources are allocated for children with SEND
• Support is given to the SEND Governor
• An effective partnership between parents and staff is in place
• Resource requirements to meet the needs of pupils with SEND are established
• The Governing Body is informed of current issues and provision

The SENDCO's responsibilities are: -

Strategic Direction and Development
• Oversee the Special Needs [SN] records of all SEND pupils
• Maintain a SEND register
• To be the designated link person for children with Specific Learning Needs [SpLN] including dyslexia, dyscalculia etc
• Organise applications for statutory assessment
• Liaise and meet with parents
• Liaise with outside agencies
• Initiate review of SEND policy

Teaching and Learning
• Help with early identification and assessment of SEND pupils
• To support children with SpLN including dyslexia, dyscalculia, dyspraxia etc
• Provide advice and suggestions for class teachers as required
Collect and interpret specialist advice
Ensure that Individual Education Plans [IEPs] are written, given to parents and staff, and that they are followed and reviewed at least termly
Submit reviews and reports at appropriate intervals throughout the year

Leading and Managing Staff
Liaise with teachers and support staff regarding any aspect of SEND
Provide regular information for Governors on the provision of SEND for pupils
Ensure INSET opportunities for staff and teaching assistants relating to SEND.

Efficient and Effective Deployment of Staff and Resources
Agree timetabling with T A's and class teachers
Discuss and agree children’s targeted areas of need
Liaise cross phase transfer of SEND pupils
Arrange for pupils SEND records to be transferred when changing schools
To agree annual allocation of SEND budget

The class teacher has ultimate responsibility for each child’s education within his/her class.
The class teacher will:
- plan and monitor the work of children with SEND in conjunction with the SENDCO and/or other relevant professionals
- inform parents if a child is placed on SEND register
- Inform the parents if child is to be supported at School Support
- Write IEPs in conjunction with SENDCO and SEND out IEPs to parents

Teaching Assistants [TA’s] have responsibility for:
- Supporting children with SEND to access the curriculum as directed by the class teacher or SENDCO
- Working with individual children or small groups of children to meet targets on IEPs
- Keeping record sheets up to date to inform IEP reviews
- Attending meetings or training as directed by the Head teacher or SENDCO

5. Identification, Assessment, Record Keeping

Identification
One or more of the following identifies children as having SEND:
- First visiting team – pre school
- The class teacher, Head teacher or SENDCO
- Teaching assistant
- Parent, carer or guardian
- Previous school
- Screening/test procedures including foundation stage profile, teachers assessment of child on ‘P’ levels, Y2 SATs, Maths and Literacy assessments
- Informal observation and assessment of work produced by child in class and in the one-to-one small group situation
- Common Assessment Framework [CAF]
- External agencies [medical/social]
Assessment
Regular assessment may include observation; class, group or individual testing; noting incidents or behaviours in a running record. Specific individual assessment may be appropriate together with outside agency support and advice.

Record Keeping
Records of SEND pupils will be kept using some or all of the following:
• SEND files linked to CoP
• Additional support files and documentation
• Class teacher / Teaching Assistant records/diaries of events and behaviour logs
• Liaison books between class teacher and other support staff
• Pupil's personal file
• SEND register
• IEPs for children at SS or with an EHCP.

6. Monitoring and Review
Will take place through
• Informal discussions between all staff involved
• Review of IEPs and behaviour plans – re-setting targets termly
• Informal moderation of work against NC standards
• Moderation of work
• Formal testing [as for identification]
• Discussion of selected pupils at locality PARM or in consultation with the Educational Psychologist
• Annual reviews for pupils with an EHCP
• All children with an EHCP will have outside advice from the appropriate agency
• Children may be moved between CoP stages or removed from SEND register during the year, following discussion and the agreement of parents/carers.
• There is no expectation of children routinely moving through all CoP stages

7. Pupil Participation
Where appropriate pupils will be involved in:
• Setting targets for their IEP.
• Reviewing targets for their new IEP
• Discussions prior to Review meetings

8. Disability Discrimination [See separate policy]
We will take reasonable steps to ensure that we do:
• not treat disabled pupils less favourably, without justification, than pupils who are not disabled
• plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum
9. Curriculum Provision
All SEND children will have access to the National Curriculum. SEND children are integrated into all activities within the normal class and school procedures. Teachers will set appropriate targets for SEND children and monitor and review progress towards these objectives. The views of children will be taken into consideration. A range of teaching methods and strategies may be used to support the different needs of children with SEND. Children may be supported in whole class activities, taught in groups or withdrawn for individual activities. Work will be differentiated by input, support, task or outcome as most appropriate.

Children with a Specific Learning Need [SpLN] such as dyslexia will wherever possible have their needs met in the classroom working alongside their peers. We acknowledge that the children will have strengths and weaknesses which affect the learning process and it is our task to identify what is right in the classroom in order to enhance the effectiveness of learning for all pupils. As above, children with a SpLN may be supported in whole class activities, taught in small groups or withdrawn for individual activities.

10. Parents as Partners
Close co-operation with parents will enable home and school to work in partnership for the benefit of the child. West Sussex Children and Young People’s Service operates an excellent ‘Parent partnership Service’ for those parents of children with SEND, and we refer parents to this service as appropriate. Parents have responsibility for:
• Ensuring their children attend school regularly and punctually
• Informing the school of any problems or concerns
• Supporting school policies
• Helping their child with school routine e.g. ensuring the child has necessary equipment
• Helping their child at home with any specific tasks in consultation with the class teacher or SENDCO
• Meeting home based targets as agreed on their child’s IEP
• Attending IEP review meetings and/or parent-teacher consultation meetings
• Attending other meetings as required by the Head teacher or SENDCO in relation to their child’s Special Educational Need

It is the school’s policy to involve parents in all aspects of their children’s education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Head teacher or SENDCO if appropriate. There are regular parent consultations throughout the academic year and the SENDCO and Head teacher are available to discuss individual concerns. Parental consent is sought for requesting advice/assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken. In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Home/school liaison books may be used. Parental rights and associated responsibilities as defined by the law are acknowledged.
11. Annual Review
Parents of children with EHCPs will be informed as far in advance as possible of the date of their child’s annual review meeting. They will be informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to make a contribution to their child’s review or attend with them. This might include professionals, family friend or a translator if English is not their first language. Parents will be asked to complete a progress summary report which will be circulated for discussion at the meeting. Professionals invited to the review will also submit a written report and the school will provide written advice summarizing the child’s progress. All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The SENDCO will usually chair and minute the meeting. A full report of the discussions and outcomes will then be SENDt to the Local Authority [LA]. These procedures are set out in the West Sussex County Council [WSCC] Handbook for Special Educational Needs.

12. Work with Other Professionals
We have links with many other agencies including:
• Inclusion support Team
• Littlehampton Hub
• Child Development Centre
• Child and Adolescent Mental Health Service [CAMHS]
• Educational Psychology Service
• Occupational Therapy Service
• Physiotherapy Service
• School Nurse
• SENDsory Support Team
• Social Services
• Speech and Language Therapy Service
• Ethnic Minority Achievement Team

13. Planning and Review Meeting [PARM]
The SENDCO meets termly with SENDCOs from the other Locality schools, the Inclusion support team the educational psychologist and other agencies as appropriate, to discuss and plan for individual pupils and whole class / school issues. Parental permission is always sought before discussions of any individual children. The PARM meeting is chaired and minutes are taken - a report is compiled and circulated to the professionals involved. Copies are kept in each child’s file as appropriate.

14. Training
All staff are encouraged to attend training for their own professional development and for the benefit of the school in line with the School Development Plan. The SENCO will attend training relevant to the SEND of pupils at school, including specialist training. Other staff members, including TA’s, will also attend SEND courses if appropriate. In addition, the SENDCO will be expected to contribute to school INSET on matters relating to SEND.
15. Transition
The SENDCO and class teachers will forward all relevant SEND documentation and records from class to class or school to school. The SENDCOs of the locality schools meet once a term to discuss relevant issues, share ideas and expertise – see section under PARM. This is proving to be very supportive.

16. Complaints Procedure
Concerns can be taken at any time to the SENDCO or Headteacher. It is hoped that concerns can be resolved informally – but, if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing. If parents are not satisfied with the outcomes of this hearing, then their grievances can be taken further with the Local Authority. The LA and not the school deal with complaints about failure to initiate Statutory Assessment or the issue of an EHCP.

17. Funding
Funding for SEND is carried out in accordance with WSCC guidelines. Provision for a pupil takes into consideration the four different strands as recommended in the Code of Practice. Time is allocated for:
1. Planning, assessment and review
2. Differentiation and classroom management
3. Direct teaching and teaching assistant support
4. Resourcing, materials and training for staff.

18. Inclusion [See separate policy]
Mainstream schools MUST ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. (SEND Code of Practice 2014 6.2). At St. Wilfrid’s Catholic Primary School we are committed to including and providing for all pupils identified as having SEND, enabling them to access a full and balanced curriculum.

19. Success Criteria and Evaluation
The success criteria for the SEND policy are:
1. Children with SEND are identified
2. Suitable programmes of work are set up
3. A SEND register will be maintained
4. Parents are informed if their child is placed on the register
5. Records are kept for children with SEND
6. School, baseline, 'P' levels and NC assessments are used to inform the target setting process
7. Support programmes are discussed with parents
8. Outside agencies are involved if appropriate
9. IEPs are set for all children at SS or with an EHCP
10. Parents receive a copy of their child's IEP
11. Children with IEPs are meeting their targets
12. Review meetings will be planned for all children with IEPs
13. Appropriate targets will be set
14. Skills learned are transferred to classroom work
15. Parents are satisfied with support and progress of SEND pupils

20. Review
This policy has been revised in accordance with the SEND Code of Practice 2014. It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the SENDCO as part of the school review cycle.

[Policy to be reviewed in line with the School Development Plan]
Glossary

Annual Review: the review of a statement of special educational needs which a LA must make within 12 months of making the statement or, as the case may be, of the previous review.

Code of Practice (CoP): the SEND Code of Practice provides practical advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children’s special educational needs.

Individual Education Plan (IEP): the IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

Locality Planning & Review Meeting (PARM): a joint consultation meeting attended by school SENDCOs, the educational psychologist and a representative from the local authority inclusion support team.

School Action: when a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum. An IEP will usually be devised.

School Action Plus: when the class or subject teacher and the SENDCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the pupil through School Action can be put in place.

SEND: Special Educational Need.

SEND Co-ordinator (SENDCO): member of staff of a school or early education setting who has responsibility for coordinating SEND provision within a school.

SpLN: Specific Learning Need [Sometimes SpLD = Learning Difficulty or Difference.]

Special Educational Needs and Disability Act (SENDDA): a code for schools, the result of the 1995 Disability Discrimination Act and 2011 Single Equality Policy and its impact for Schools and LEA’s.