

## **Sacred Heart Catholic Primary School & Nursery**

### **Policy for Special Educational Needs (SEN) 2015**

*'Living, learning and loving happily together with Christ at the centre'*

This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0-25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the SENCO with the SEN Governor in liaison with the Senior Leadership Team, staff and parents of pupils with SEND. The policy was co-produced to keep in the spirit of current reforms.

#### **School Contact Details for SEN:**

Special Educational Needs Co-ordinator (SENCO): Claire Harkness

email: [admin@sacredheart682.herts.sch.uk](mailto:admin@sacredheart682.herts.sch.uk)

Status regarding National Award for SEN: Completed August 2015

The SENCO is a member of the Senior Leadership Team (SLT)

#### **Introduction**

The mission statement of our school talks of living and learning together. This means valuing the individuality of all our children and giving them every opportunity to achieve and flourish in their education.

We believe that all children, including those identified as having special educational needs and or disabilities/ medical needs have a common entitlement to a broad and balanced curriculum, which is accessible to all, including participation in all aspects of school life. Every teacher is a teacher of every child which includes pupils with SEN.

## **Aim (The Longer View)**

*Our school aims to improve outcomes for all pupils by raising aspirations of and expectations for all pupils with SEN.*

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

*(From Special educational needs and disability code of practice: 0-25 years)*

## **Objectives (How are we going to do it?):**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a SENCO who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with pupils with special educational needs.

## **Identifying Special Educational Needs**

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

(SEND Code of practice: 0-25, 2015)

The SEND Code of practice: 0-25, 2015 refers to four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

These four areas give an overview of the range of needs that are planned for. The purpose of identification is to look at the action the school needs to take. In our school the needs of pupils are identified by considering the needs of the whole child, the special educational needs will not be looked at in isolation.

NB: Identifying persistent disruptive or withdrawn behaviours is no longer an acceptable way of describing SEN. Where there are concerns, an assessment to determine causal factors is carried out to see if there is a SEN. Where SEN is not identified, behaviours may be addressed through other more appropriate approaches e.g. family support worker, Common Assessment Framework (CAF)

The following in isolation would not be considered as SEN but may impact on progress and attainment:

- Disability alone does not constitute SEN, (however 'reasonable adjustment' is made by our school as described under current Disability Equality legislation).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We aim to identify children who need extra help early in their schooling. As well as ongoing teacher assessment, termly Pupil Progress Meetings are held to look at assessment data and provision mapping to identify pupils who are falling below age appropriate expectations. Pupils are also given opportunities to give their views through discussions with the class teacher or SENCO.

### **A Graduated Approach to SEN Support**

- Where a pupil has been identified as having SEN, the class teacher, working with the SENCO carries out a clear analysis of the pupil's needs. This includes teacher assessment and experience of the pupil, their previous progress and attainment.
- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- The first response in responding to pupils who have or may have SEN is high quality teaching targeted at the pupil's areas of weakness.
- Our school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement through lesson observations; work scrutiny; pupil voice; pupil progress meetings and assessment data.
- The quality of teaching is reviewed and, where necessary, steps are taken to improve teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. This is done through staff training, lesson study and seeking expert advice and training.
- Special education provision is made after consideration of all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Consideration of whether special educational provision is required starts with desired outcomes, including the

expected progress and attainment, as well as the views and wishes of the pupil and their parents.

- For higher levels of need the school has links with external agencies and professionals as found in the school SEN Information Report [http://www.sacredheart682.herts.sch.uk/documents/Policy/SEN\\_Information-Report\\_2014%20Final%20draft.pdf](http://www.sacredheart682.herts.sch.uk/documents/Policy/SEN_Information-Report_2014%20Final%20draft.pdf)

## **OVERVIEW OF SEN SUPPORT - THE GRADUATED APPROACH**

This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Parents are consulted throughout the process and pupil voice is obtained through the use of one page profiles and regular feedback. Parents and pupil views are sought during review meetings.

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| ASSESS: | Class teacher with the SENCO carries out an analysis of need. External professionals may be involved. Progress is reviewed regularly.   |
| PLAN:   | The class teacher and the SENCO agree in consultation with the parent(s) and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review. |
| DO:     | The class teacher works closely with the SENCO, teaching assistants and specialist staff involved, to plan and assess impact of support and intervention, and how they can be linked to classroom teaching.                           |
| REVIEW: | The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents which are feedback into the analysis of the pupil's needs.   |

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, further advice may be sought from external professionals. Parents are involved in any decision to involve specialists.

Where, despite the school has taken relevant action to identify, assess and meet the needs of a pupil with SEN, the child has not expected progress, the school and/ or parents may consider requesting an Education, Health and Care assessment by the Local Authority.

## **Managing pupils needs on the SEN register (Provision & Funding)**

- Pupil progress meetings are held by the Head Teacher and class teacher every term. This meeting is used to identify pupils who may have SEN and review progress of those pupils already identified as having SEN.
- Pupils identified as having SEN are included on the school SEN register, this is reviewed termly following pupil progress meetings by the SENCO.
- The class teacher with the SENCO will produce a 'SEN Support' plan for pupils on the SEN register. This plan will include contribution and views of the parent and pupil. This plan will be reviewed every term or earlier where there is a change in need, by the class teacher, SENCO, parent and child.
- If the school is unable to fully meet the needs of a pupil through our own provision arrangements then a referral may be made to external professionals by the SENCO with the agreement of the parents.
- The school may apply for Exceptional Needs Funding from the local authority through the local authority application process, with the agreement of the parents, for pupils with exceptionally high needs.
- Where a pupil who is on the SEN register is seen to make accelerated progress following intervention and comes within age related expectations then the pupil following a review may exit the SEN register.

## **Supporting Pupils and their Families**

- Parents of pupils with SEN are referred to the LA local offer: <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>
- For the school policy on managing medical conditions of pupils : <http://www.sacredheart682.herts.sch.uk/documents/Policy/Medical%20Policy2012.pdf>
- Guidance for access arrangements for pupils with SEN is followed: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>  
Access arrangements are carried out by the class teacher and SENCO.
- Transition – arrangements are made for pupils to spend an afternoon with their new class teacher at the end of the summer term. Where a longer transition period is needed further support to prepare a child is given based on their individual needs. For secondary transfer meetings are arranged for secondary staff to come to school to talk with pupils and teachers. Pupils also have opportunities to visit their new school, this may take place over a number of sessions where needed.

## **Supporting Pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Education and Health Care (EHC) plan which brings together health and social care needs, as

well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school policy for medical conditions is found at:

<http://www.sacredheart682.herts.sch.uk/documents/Policy/Medical%20Policy2012.pdf>

### **Monitoring and Evaluation of SEND**

- Monitoring and evaluation of the quality of provision is made through data analysis of progress made for pupils with SEN
- Observations in lessons targeted towards progress of pupils with SEN
- Work scrutiny of pupil books for pupils with SEN
- The SENCO will meet with the lead governor for SEN to discuss current actions and oversee the school's work with SEN.

### **Training and Resources**

SEN in school is funded by funds delegated by the LEA through the notional SEN budget which includes exceptional needs delegation.

The training needs of staff are identified by the headteacher during Performance Management and Appraisal meetings for both teaching and support staff. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the HfL SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **Roles and Responsibilities**

The governing body's role includes ensuring that the statutory functions under the Children's and Families Act 2014 and SEN Code of Practice are carried out. The governing body will decide, with the headteacher, the school's policy and approach to meeting to meeting children's SEN.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Liaising with external professionals
- Being a key point of contact for external agencies, the local authority and its support services
- Liaising with potential next providers of education to plan smooth transition

- Working with the headteacher and school governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustment and access arrangements
- Ensuring that the school keeps records of all pupils with SEN up to date

### **Storing Information**

See the school 'Pupil Privacy' policy using the link below:

[http://www.sacredheart682.herts.sch.uk/documents/Policy/Pupil\\_Privacy\\_2015\\_May.pdf](http://www.sacredheart682.herts.sch.uk/documents/Policy/Pupil_Privacy_2015_May.pdf)

### **Accessibility**

See the school accessibility plan by following the link below:

[http://www.sacredheart682.herts.sch.uk/documents/Policy/accessibility\\_action\\_plan\\_2012-2015.pdf](http://www.sacredheart682.herts.sch.uk/documents/Policy/accessibility_action_plan_2012-2015.pdf)

### **Complaints**

For the school complaint policy procedure follow the link below:

[http://www.sacredheart682.herts.sch.uk/documents/Policy/Complaints\\_Procedure\\_Jan\\_2014.pdf](http://www.sacredheart682.herts.sch.uk/documents/Policy/Complaints_Procedure_Jan_2014.pdf)

### **Bullying**

For the school anti-bullying policy follow the link below:

[http://www.sacredheart682.herts.sch.uk/documents/Policy/anti\\_bullying\\_policy\\_June%202014.pdf](http://www.sacredheart682.herts.sch.uk/documents/Policy/anti_bullying_policy_June%202014.pdf)

**This policy will be reviewed annually by the school governing body where any amendments will be considered in light of the annual review findings.**

Carolyn Hatch  
Headteacher

Date: October 2015

Date for review: October 2016