

Special Educational Needs and Disability (SEND) Policy

1) Introduction

- St Philomena's is committed to providing a broad and balanced curriculum for all children within our School. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning.
- These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals enabling them to participate effectively in the curriculum.
- Children may have special educational needs and disabilities either throughout or at any time during their school career. We ensure that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.
- Welfare provisions for disabled pupils are set out in the Disability Access Plan. Each child's individual needs are met, taking into account the type and extent of their particular difficulty.

2) Aims & Objectives

The aims of this policy are:

- To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and fully develop their self-esteem.
- To ensure that special educational needs and disabilities of children are identified early, are assessed and provided for.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff and parents/carers in providing for children's special educational needs.
- To enable children to have full access to all elements of the school curriculum.

3) Educational Inclusion

We recognise the fact that children:

- Have different educational & behavioural needs and aspirations.
- Require special educational provision..
- Acquire, assimilate and communicate information at their own pace in order to access the curriculum.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy and, in particular, those pupils for whom English is an additional language.

- planning to develop children's understanding through the use of all available senses and experiences.
- planning for all children's full participation in learning and in physical and practical activities.
- Helping pupils to manage their behaviour so that they can take part in learning effectively and safely.
- Assisting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Taking pupils views into consideration.

4) Special Educational Needs

The Special Educational Needs and Disabilities Code of Practice recognises that action to meet pupils SEND tends to fall into four main areas:

- assessment, planning and review.
- grouping for teaching purposes.
- additional human resources.
- curriculum and teaching methods.

At St. Philomena's School, provision is made to meet the needs of the individual

The level of intervention can be adjusted in response to individual pupil progress. Parents are part of the process and we work together to meet the needs of the child.

At St. Philomena's we are committed to:

- Setting appropriate learning challenges.
- Responding to pupils' differing needs.
- Overcoming potential barriers to learning.
- Valuing each pupil, acknowledging strengths and needs.

5) Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their help and support.
- The class teacher assesses and monitors the child's progress in line with school practices but assessment is implemented by the SENCo.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The LA seeks a range of advice and information before making a formal statement or EHC (Educational Health Care) plan. The needs of the child are considered to be paramount in this. The legal test of when a child or young person requires an EHC plan remains the Education Act 1996.

6) Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable the children 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 and teaching styles to meet children's special educational needs and disabilities. Lessons are planned with clear learning objectives. The work is differentiated appropriately. Assessment is used by the teachers to inform the next stage of learning.

Children with special educational needs and disabilities follow individual support plans (ISPs), which have been discussed with the parent/carer. The ISPs are used to set achievable targets for the children to ensure that there is real progress and that the child is able to achieve success.

At St. Philomena's we support the children with SEN in such a way that that whenever possible they are able to share the same learning experiences as other children in the class. There are times when it is possible therefore to support the children in the classroom situation. There are other times when it is more appropriate to work with either individually or in small groups to an area outside the classroom. This is, nonetheless, in the context of the inclusive curriculum.

7) The Role of Parents

The school's Special Educational Needs and Disability Policy is provided to parents on request and is also provided in the 'Welcome Pack' given to new parents.

At all stages of the special needs process, the school works closely with parents and any outside agencies. We encourage the parents to take an active part in their own child's learning. Regular meetings are organized to share the progress of their child.

8) The Role of SENCo

The Special Educational Needs Co-ordinator (SENCo), together with the Headteacher and the governing body, help to formulate the future development of the SEN policy and the provision in the school. The SENCo takes day to day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents, carers and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of maintaining high quality teaching for children with special educational needs.

The SENCo's responsibilities include:

- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow class teachers.
- Overseeing the day to day operation of the schools SEN policy.
- Assisting with deployment of support assistants and resources.
- Overseeing the records on all pupils with special educational needs.
- Maintaining a SEN register.
- Contributing to the in-service training of staff.
- Liaising with parents of children with SEN.
- Liaising with external agencies including educational psychology services, health and social services and voluntary bodies
- Completing documentation required by outside agencies and the LA.

9) The Role of the Governing Body

Children with special educational needs and disabilities will be admitted to the school in line with the school's Admissions Policy which is non-selective. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. Patricia Green, the named governor, is concerned with the implementation of the school's policy. In co-operation with the Headteacher the named Governor will keep other members of the board fully informed regarding the provision of SEN at St Philomena's School.

EYFS SEND Provision

The Special Educational Needs Co-ordinator (SENCo) who is responsible for the day to day provision for children with SEND is Belinda Neale. Children with special educational needs and/or disabilities have learning difficulties or disabilities which make it harder for them to learn than most children of the same age. See also: Child Protection Policy, Equal Opportunities Policy, SEND Policy.

In the St. Philomena's EYFS we aim to include all children and value them equally ensuring that all children with SEND have equal opportunities to access the EYFS curriculum. We have regard for the Equality Act 2010 and the SEN Code of Practice 2014.

The role of the SENCo

The SENCo is responsible for the identification and monitoring of children with SEND and for ensuring that a high quality of provision meets their needs. The SENCo works closely with the Class Teacher and the Teaching Assistants to support the children and the staff in the department.

Admission Arrangements

Our admission policy is the same for all children.

Identification, Monitoring and Recording Arrangements

At St. Philomena's we observe all children and monitor their progress through the EYFS stage through their Learning Journeys.

If we have a concern we follow the procedures as set out in the SEN Code of Practice 2014. The procedures form a graduated approach that recognises that all children learn in different ways and can have different SEND needs. So increasingly specialise expertise can be brought in to help the school to respond to the difficulties that a child may have.

Whenever there is a concern and following consultation with the SENCo, we discuss with the parents the extra or different help available to meet the needs of their child. Having been identified, the child will be monitored to establish whether the additional help provided is meeting that need. If, over a period of time, the child does not appear to be making sufficient progress further consultation with the parent will take place and then a decision can be made to seek advice from other professionals outside the setting (specialist teacher, educational psychologist, speech and language therapist or other educational or health professionals). At this point consideration will be given as to whether an Education, Health and Care (EHC) assessment may be appropriate. The evidence required includes information on strategies tried and records of progress, including completed ISPs and/or their targets.

The Local Education Authority (LEA), following consultations with appropriate agencies, will decide if the child has additional needs and will write an EHC plan. This describes the child's needs and all the special help required. The EHC plan is reviewed every six months for children under 5 and the SENCo will work very closely with the outside agencies to ensure that the needs of the child are being met.

Access to Early Years Foundation Stage

At St. Philomena's we follow the EYFS curriculum and our planning is modified to meet the individual needs of all children, including those with SEND. This could include adapting the learning environment, such as providing extra support or carefully chosen resources.

Complaints Procedure

At St. Philomena's we have a general complaints procedure. We recognise the sensitive nature of special needs and therefore, any concerns or complaints parents may have about the SEND provision should initially be raised with the Form Teacher or the SENCo. If the concern continues, it should be raised with the Head Teacher who will respond by meeting with the parents to discuss the situation. If parents feel unhappy with the outcome of this meeting, then the complaint should pass to the first level of our general complaints procedure.

Training for Staff in Special Educational Needs

At St. Philomena's we encourage our SENCo to attend in-service training on general issues. We also aim to train staff in specialist areas as and when the need arises.

Links with Outside Professionals

We work with a range of outside professionals including the Early Years Intervention Team, Child Development Team, Educational Psychologists and Specialist Teachers to help meet the needs of children with SEND.

Working with Parents

At St. Philomena's we recognise that parents know their children best and have a great deal to contribute. We work closely with parents and operate an open door policy where parents are always welcomed. Where there are any concerns staff will always make themselves available to discuss any issues in a confidential and supportive environment.

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