

# **ST VINCENT'S CATHOLIC PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS POLICY**

**Policy Date: September 2021**

**Review Date: September 2022**

## **Mission Statement**

### **Caritas Christi Urget Nos**

***The love of Christ urges us to care for each other and strive for excellence in everything we do.***

## **St Vincent's Primary School Special Educational**

### **Needs Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEN Code of Practice
- Equality Act 2010
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy is complemented by and should be considered alongside the following school policies:

- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Subject Policies
- Attendance Policy
- School Admission Policy
- Single Equality Scheme

**This policy was created by the school's SENCO with the SEN Governor in liaison with the School Senior Leadership Team, staff and parents of pupils with SEND.**

## **Vision**

St Vincent's School is committed to inclusion and to removing potential barriers to learning and achievement.

At St. Vincent's School we are committed to the care and concern for all our children and their parents, as part of our Catholic Community. We endeavor to support each pupil to reach their potential. Our vision is the equality of opportunity for **all** pupils.

True to our mission statement, we will endeavour to recognise and acknowledge the differences between children and the worth of each individual child. We will seek to be positive in our efforts to lead them towards a full life; mentally, physically, emotionally and spiritually.

We define SEN in the following way:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

## **Principles**

At St Vincent's our objectives are to ensure:

- Early identification of special educational needs
- Removal of barriers to learning and achievement
- Effective assessment and monitoring of needs
- A relevant, graduated response to pupil's needs
- Appropriate provision for pupils with SEN
- All children are given equality of opportunity to participate fully in school activities
- All children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- All children have opportunities to meet personal standards of excellence
- Maximum opportunities for effective inclusion throughout the school to develop children's independence, as appropriate to their level of need
- Effective partnership between parents, school and outside agencies
- Children's views are valued and listened to
- Delivery of relevant in service training (INSET)

## **Key Information**

### **Admissions**

Children with SEN are welcomed into St Vincent's School. The school makes provision for children with physical difficulties, sensory impairments, learning difficulties, communication and emotional difficulties. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs.

### **Inclusion and Integration Arrangements**

Work will be differentiated by task, support input or outcome to meet the individual needs of pupils and applies to all children on the SEN School Profile. If it is deemed necessary and appropriate, a child or group of children may be withdrawn from the classroom situation for a period of time for focused support in any given area. The SENCO will be aware of this arrangement and the class teacher will ensure that the child does not miss a balanced curriculum due to withdrawal.

### **The Special Educational Needs Coordinator (SENCO)**

The school has identified special needs coordinator: Ms Malone. The SENCO is responsible for:

- The implementation of this policy
- Liaising with and advising fellow staff members in the identification, assessment and planning for children's needs
- Line management of the team of Teaching Assistants
- Co-ordinating provision for children with SEN
- Maintaining a Provision Map which details the various programmes and arrangements in place to meet the identified needs
- Overseeing the records of all pupils with SEN
- Overseeing and maintaining resources for special educational needs
- Liaising with parents of children with SEN (along with Class/Support Teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the Educational Psychology Service and other support agencies

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The SENCO will provide guidance and support for the staff as they work towards these aims.

## **Description of Practice within the School**

### **Identification and Assessment Arrangements**

The school follows the guidance contained in the SEN Code of Practice (2014). The Code recognizes that children's needs and requirements may fall within or **across** four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development

### **Provision**

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. Where possible we will meet every child's need within the classroom by ensuring that planning and teaching are of high quality. At St Vincent's the quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

Where a child is not making adequate progress despite careful identification and assessment and differentiation, the class teacher will consult with the SENCO. Together with the parents, the class teacher and SENCO will review the strategies and approaches that are currently being used and the way these might be changed or developed. Additional interventions and targeted support may be provided. Pupils will only be identified as having SEN and placed on the school's SEN profile if they do not make adequate progress once they have had access to interventions and high quality personalized teaching.

Following a review of the strategies used it may be necessary to make provision which is additional to, or different from, that which is already provided. We will seek additional information from parents/carers and in some cases, outside agencies who may be involved with the child. We may reassess needs, if appropriate, through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the child where appropriate, and plan the next strategy. This may involve engaging the child in an appropriate programme and/or drawing up a Support Plan. Any provision and progress made will be discussed with parents regularly and reviewed to evaluate progress. If the child continues to make little or no progress in relation to the targets set we draw on more specialized assessments from external agencies and professionals from the Local Authority.

### **Partnership with Parents**

At St Vincent's the involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the class teacher or the SENCO and asked for their views. Thereupon parents are consulted at all stages, for example, when their child's needs are discussed with other professionals. Parents are involved in all decision making.

It is recognised that parents may not always be able to come to school on a daily basis with their children. They are therefore encouraged to liaise through written notes. Parents are also invited to telephone or contact the SENCO to pass on information or discuss any concerns.

### **Supporting Pupils at School with Medical Conditions**

The school recognizes that pupils at school with medical conditions should be supported appropriately 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 children with medical conditions may also have SEN and may have a Statement or EHC Plan. The EHCP brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see the school's policy on managing medical conditions of pupils for further information.

### **Arrangements for Dealing with Complaints**

The school's Complaints Policy should be followed by parents who wish to make a complaint.

### **Training and Resources**

Many of the resources used by children who have special educational needs are available within the classroom. Any requests for further additional resources should be made to the SENCO who will review the needs and requirements of the children on the provision map.

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 systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. The school is a member of NASEN. The current Deputy is a Specialist Teacher in SpLD Dyslexia.

### **Admission Arrangements**

The same admission arrangements apply to all pupils. The admissions policy is based on the agreed local authority policy. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a Statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer at the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the governing body in full.

### **Outside Support Services and Agencies**

St Vincent's School can seek help from external support services including the following (this is not an exhaustive list):

- The Borough's Specialist Team and High Incidence Support Team
- The Educational Psychology Support Service
- The Speech and Language Therapy Support Service
- The Physiotherapy and Occupational Therapy services
- Parent Partnership
- CAMHS

We are happy to look at reports from professionals that parents employ independently but we may not be able to adopt recommendations. It is not possible for outside professionals to observe in the classroom as this can have a disruptive and disproportionate impact in the classroom.

### **The Governing Body**

The governor with special responsibility for SEN matters in St Vincent's School is Mr M Gradwell.

The governing body will:

- Appoint an SEN governor
- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs
- Review the SEN policy and ensure it meets current legislation and the regulations set out in the SEN Code of Practice
- Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed
- Perform the duties of the Special Educational Needs and Disability Act (2001) including publishing a 3 year Disability Equality Scheme Access Plan
- Ensure the appointment of an appropriately qualified SENCO

### **Evaluating the Effectiveness of this Policy**

If the policy is effective in the school the following statements will be true:

- Children with SEN will be identified and supported
- There will be efficient assessment and monitoring arrangements in place
- There will be appropriate provisions for children with SEN
- All children will be given equality of opportunity to participate fully in school activities
- Staff will work collaboratively to remove barriers to learning and raise levels of achievement
- All children will make good progress
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of the children will be valued and considered

- Governors will understand their role in SEN

### **Monitoring and evaluation of this policy**

The Curriculum Committee will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed annually to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	K Malone
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Date for Review:	September 2022