

St Willibrord's RC Primary School

SEN policy September 2014

This policy has been reviewed and approved by the Governing Body in September 2014 and will be reviewed every twelve months as a minimum.

Signed: _____ Date: _____

Our mission is to create a harmonious Catholic community where each child is helped to achieve their full potential as a valued individual.



We aim to achieve this by:

- Providing a broad and challenging curriculum enriched with the spiritual truths of our Faith.
- Teaching respect for self and others through the Catholic Faith.
- Furthering the children's understanding of their own and other Faiths.
- Motivating children and teachers to do their best within a secure learning environment.
- Maintaining a high standard of discipline and behaviour in an atmosphere of openness and shared responsibility within the school community
- Valuing a close relationship with parents, the first teachers of our children.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 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 (July 2014)
- Schools SEN Information 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

This policy has been created by the school's SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. The policy has been co-produced in spirit of co-operation in line with current reforms.

Definition of Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act July 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Responsibility for the co-ordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mrs M Cunningham (Executive Headteacher) and Mr C McIver (Head of School).

The SEN governor is Theresa Rooney.

The person co-ordinating the day-to-day provision of education for pupils with SEN in the main school is Mrs H O'Brien (SENCo - working towards the national qualification for SENCO's during 2014/2015).

The SEN teacher with responsibility for the day-to-day provision of education for the children who attend the resource provision unit (The Ark) is Mrs A Eadsforth.

Identifying Special Educational Needs (see appendix 1)

At St Willibrord's the purpose of identifying a child with special educational needs is not to fit a child into a category but to enable us to work out what action the school needs to take in order to offer the very best support. At St Willibrord's we identify the needs of all pupils by considering the needs of the whole child which will include not just the special educational needs of the child. The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning

3. Social, mental emotional health
4. Sensory and/or physical disability

What is not SEN?

At St Willibrord's we recognise that children can experience a wide range of barriers which may impact on progress and attainment. Some of the barriers which would not solely result in inclusion on our SEN register are

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and school provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

A child who may be experiencing behavioural difficulties will not be included on the SEN register unless they have other needs which lead to behavioural difficulties being a complication of the child's SEN. At St Willibrord's we understand that challenging behaviour is an underlying response to a need which we as a school community will do our best to recognise, identify and address.

A Graduated Response

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

i) Children who are receiving SEN support will receive half termly reviews. This takes place outside of normal parents evening time. This review involves taking views from parents, child and staff involved to assess progress and ensure pupil portrait is accurate.

j) All children on SEN support must have an up to date pupil portrait which has been shared with their parents and the child.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous

progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Accessibility

Please see separate accessibility policy

Complaints

Please see separate complaints policy

SEN Information Report 2014 is available at
<http://www.st-willibrords.manchester.sch.uk/Local-Offer>

Need type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p>

	<p>(SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD)</p>	<p>concentration and underdeveloped social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
Social, mental and emotional health	A wide range and degree of mental health problems might require special	Children who have difficulties with their emotional and social development may have immature	Schools, colleges and early years providers should identify clear processes to consider how they will

<p>(SMEH)</p>	<p>provision to be made. These could manifest as difficulties such as:</p> <ul style="list-style-type: none"> □□problems of mood (anxiety or depression), □□problems of conduct (oppositional problems and more severe conduct problems including aggression), □□self-harming, □□substance abuse, □□eating disorders or physical symptoms that are medically unexplained. □□Attention deficit disorder (ADD), □□Attention deficit hyperactive disorder (ADHD), □□Attachment disorder, □□Autism or pervasive developmental disorder, □□An anxiety disorder, □□A disruptive disorder or, rarely, schizophrenia or 	<p>social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p> <p>Many schools and colleges offer pastoral support, which may include a access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered.</p> <p>Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS).</p>
---------------	--	--	--

	bipolar disorder.		This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability	Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.