

## **Special Educational Needs Policy**

### **MISSION STATEMENT**

**Through loving God everyone at St. Peter's School is committed to creating a happy, loving and secure environment for learning, which has Christ at the heart of its community where everyone is valued and included and shows respect for each other.**

### **Aims**

We at St Peter's are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement our aims are:

- To nurture and develop the whole child through the curriculum we offer.
- That all children with special educational needs, whether intellectual, physical, social or emotional, receive appropriate educational provision whatever the extent of need. We expect that such provision will enable them to overcome their problems as far as possible, understanding that children learn in complex ways, and develop their potential to the maximum within all areas of experience, especially the spiritual and moral.
- That each child's specific needs are identified, recorded and appropriate support given, and that their achievements are carefully tracked and celebrated.

### **Objectives**

In order to achieve our mission statement and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents carers and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to all pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning of pupils with special educational needs are identified as early as possible, and their progress is closely monitored.
- Ensure all teaching staff and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
- Ensure that the school liaises with special schools and other outside agencies to effectively meet the needs of staff and pupils.

### **Roles and Responsibilities**

The governing body has identified a governor to have overview of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At St Peter's this role is undertaken by Mrs Sue Shakespeare who will meet regularly with the SENCO Mrs Jenny Hazeldine.

For roles of governing body:

The head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about special educational needs provision made by the school.

The SENCO and the head will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head and the SENCO will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO will co-ordinate provision at school action, school action plus and for statemented pupils.

All teaching staff will be involved in the formulation of the policy. All teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teaching and non-teaching staff will work closely with the SENCO disseminating information about the special educational needs children in their care.

### **Admissions**

Pupils with Special educational needs will be admitted to St. Peter's Catholic primary school. The school is aware of the statutory requirements of the SEN and Disability Act and will meet these Act's requirements. At the induction meetings for reception pupils the school will work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

### **Disabled Access**

To ensure access for pupils or parents with disabilities the school is has carried out an accessibility audit and has completed a Disability Equality Scheme.

### **Health and Safety**

The health and Safety needs of our special educational needs children are identified and appropriate measures are put in place e.g. in case of fire named members of staff are assigned to ensure that these children are evacuated calmly and safely from the premises.

### **Resources**

The governors will ensure that the needs of pupils are met by employing a SENCO. The Head and SENCO will use the Child's statement and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to help staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and phases.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition the governors will ensure that the staff are kept fully up to date about SEN issues and undertake training where appropriate.

For example the school will use the Standards Fund for:

- TA training
- Special educational needs cluster groups
- SENCO training.

## **Identification. Assessment, Reviews**

### **On Entry**

When Children are first admitted to the school early identification is made using the teacher's professional judgement, pips baseline assessment lucid cops profiles and foundation stage profiles.

### **Teacher Referral**

A teacher will draw a child to the attention of the SENCO/ Head if they have a concern about a child. The SENCO will then take appropriate measures to support the child and teacher with their concerns.

### **Curriculum and Assessment Monitoring**

The Subject leaders and assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will inform the SENCO if they have a concern having first discussed findings with the class teacher.

### **Early Years Action or School Action**

If a child is working 12 months below their peers in Literacy and Numeracy and they fail to make adequate progress the school will address the needs of the child and identify targets on an IEP. Pivots are used to track pupils when slower than expected progress is made.

The school defines adequate progress as

- Attaining Early Learning Goals at Foundation Stage.
- Working at or Just Below the Expected Standard for the year group
- Achieving a standardised score above 95

### **Movement between stages**

If a pupil fails to make adequate progress despite the additional support which the school gives over a period of 2 IEP's at School Action then outside advice will be sought if they still do not make adequate progress then a referral for an Education, Health and Care Plan (EHCP) will be made. This may lead to additional assessment and top-up funding.

### **IEP reviews (timescales)**

IEP's will be reviewed at least termly and new targets set where appropriate. An evaluated IEP and new IEP will be sent home to parents with a form inviting parents to comment if they wish.

## **Education, Health and Care Plan Reviews**

If a child has an EHCP for a special educational need the school will:

- a) Ensure that they are able to access the curriculum to meet their potential through the provision of an IEP with specific agreed targets.
- b) Track the progress made and hold an annual review (6 months for under 5 years old), celebrating achievements made and setting the next steps to ensure further progress.
- c) Seek the views of the child and complete an 'All About Me' Document to form part of the evidence presented in the review.

## **Curriculum**

Here at St. Peter's we ensure that all children have access to a broad and balanced curriculum, providing a positive learning environment. With this the teaching and non-teaching staff make effective use of a variety of learning styles across all curriculum areas and reflected in teacher planning.

## **Access to the full life of the school**

All children are entitled to take an active full role in the life of the school. We ensure that all children have the opportunity to develop in all areas including:

- Homework
- School Trips
- Clubs
- Swimming
- Assembly
- School teams
- Plays/productions
- Sport

## **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher, if the concern continues then discuss with the SENCO who along with the class teacher will gather evidence to support provision made for their child, sharing this knowledge with the parent/carer. If the concern cannot be dealt satisfactorily at this stage then it should be brought to the attention of the Head. If the Head is unable to resolve the difficulty to the parents/carers satisfaction then the parent/carer should write to the SEN Governor Mrs Sue Shakespeare. The chair of governors Mr Ian Gili-Ross will be involved after all avenues to resolve this concern have been exhausted.

## **Training**

The governors will ensure that they are kept abreast of their responsibilities by attending training and receiving regular updates from the Head/SENCO. The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training

and cluster meetings. In addition the SENCO will develop her skills through attendance at specialist training discussions with outside specialists.

Other teaching staff will be kept up to date informally by the Head/SENCO.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending appropriate in house and external training.

### **Outside Agencies, Including Health Services**

In order to be able to meet the specific needs of certain children there the school may need to ask the assistance of other outside agencies.

- Education-Local Authority SEN team (SENDO)
- EP (Educational Psychologist)
- Specialist Teachers
- Health-nurse, doctor, occupational therapist, physiotherapist.
- Educational welfare officer
- Social services
- Parent partnership
- Stepping Stones (Short stay school) outreach support

### **Parents/carers**

The role of the parents/carers is vital in supporting children. At St. Peter's School we endeavour to nurture their inclusion by:

- Welcoming them to the family of St. Peter's through the induction meetings and parent interviews in reception class
- Encouraging them to discuss targets set at annual review meetings or before if they wish. Discussing child's progress at parent's evenings.
- The class teacher and SENCO being made available to discuss problems or concerns.
- Annual governor's report to parents
- Communication books/ homework diary if appropriate

### **Links**

By developing close links with other school's and agencies we can ensure that:

- There is continuity and progression of curriculum provision.
- Transfer arrangements and reviews enable a smooth transfer for our vulnerable children.
- Resources and expertise can be shared.

This policy can be read in conjunction with the Care and Control Policy and the Disability Equality Scheme.

Completed by  
*Jenny Hazeldine/Angela Heyes: July 2017*

*Review date: July 2019*