

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

SEN Policy



This policy is modelled on an exemplar provided by local education authority following a review of SEN provision carried out in December 2013.

SEN Policy agreed by Governors:

Signed by Chair **Date.....**

Policy due for review: Spring Term 2016

Special Educational Needs Policy

1.0 Introduction

1.1 St Joseph's Catholic School & Sixth Form Centre is an inclusive community committed to helping all students to become fully human in Christ. At St Joseph's we understand that we have a responsibility to make our school welcoming and supportive to all learners, including learners with special educational needs.

We believe that children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.' (Education Act 1996)

2.0 Statement of Intent

2.1 It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

2.2 We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions.

2.3 The school has full provision for pupils who are disabled.

3.0 Aims and Objectives

3.1 We aim:

- (a) to identify pupils with SEN as early as possible and ensure that their needs are met.
- (b) to have in place systems whereby teachers are aware of such pupils.
- (c) to provide all our children with a broad and balanced curriculum which is differentiated to the needs and ability of the individual.
- (d) to be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LEA and outside agencies.
- (e) to ensure all pupils make effective progress and realise their full potential.
- (f) to ensure all pupils take a full and active part in school life.

4.0 Admissions

4.1 We will: -

- treat all applications equally and we will not discriminate against pupils with special educational needs.
- admit those children with special educational needs but who do not have a statement.
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.

5.0 Complaints Procedure

5.1 Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

5.2 The LEA must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

6.0 Curriculum

6.1 The school aims to provide for pupils: -

- a broad and balanced curriculum.
- a curriculum which is differentiated to their needs.
- a range of teaching strategies to meet their needs.
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs.

7.0 Range of Provision

7.1 The school aims to provide a variety of provision by way of:-

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants
- withdrawal support either individually or in small groups with specialist teachers or LSAs

8.0 Roles and Responsibilities

| People in the Process | Responsibilities |
|---|--|
| 8.1 Special Needs Co-ordinator (SENCO) also known as the Additional Learning Needs Coordinator (ALNCO) | <ul style="list-style-type: none">• To work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school. (See ALN Coordinator Job Description) |
| 8.2 The Governing Body | <ul style="list-style-type: none">• To ensure that provision of SEN is of a high standard.• To have regard to the Code of Practice when undertaking its responsibilities.• To report annually to parents on the effectiveness of the school's SEN policy.• To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.• To notify parents when the school feels that their child has special educational needs.• To have in place a strategy to monitor the school's SEN policy. |
| 8.3 The Headteacher | <ul style="list-style-type: none">• To ensure that the daily management of SEN provision is effective.• To work closely with the SENCO and the teaching and support staff.• To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN.• To inform parents when SEN provision has been made for their child. |
| 8.4 The Class Teacher | <ul style="list-style-type: none">• To be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them.• To deliver the individual programme for each SEN pupil as set out in their IEP.• To develop IEPs for SEN pupils by working closely with the SENCO and support staff. |
| 8.5 Parents | <ul style="list-style-type: none">• To work closely with the school in order to develop a partnership that will support SEN pupils. (See 11.1 Partnership with Parents) |

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| 8.6 Pupils | <ul style="list-style-type: none"> To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their IEP. |
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9.0 Identification, Assessment

9.1 Early Identification - We feel it is vital that pupils with SEN are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEN.

9.2 We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEN provision has been made for their child.

9.3 Assessment - It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

9.4 The school has also established a procedure for on-going diagnostic assessments and standardised tests.

| Year Group | Test | When administered |
|------------|-------------------|-------------------|
| 7 | Star Reading Test | September |
| | | |

10.0 Graduated Response to Pupils' Needs

10.1 Once pupils have been identified as having SEN the school will intervene through either **School Action** or **School Action Plus** as advocated in the Code of Practice (CoP).

10.2 School Action intervention can be triggered through concern that despite receiving differentiated teaching pupils: -

- make little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation.

The SENCO will consider an appropriate approach such as: -

- providing different materials or equipment
- using extra staff to work closely with the pupil

- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LEA support for advice on strategies and equipment or staff training

An Individual Education Plan will: -

- record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs.
- **IEP reviews should:** -
 - take place termly or at least twice a year
 - record the extent to which targets have been met
 - set new targets, outline new strategies and the provision to be made
- If at an IEP review it is considered the pupil has not progressed then the pupil should move to **School Action Plus**.

10.3 School Action Plus intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress
- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships.

10.4 A Statutory Assessment may be requested from the LEA if the child still remains a cause for concern and a Statement of Special Educational Need will be provided if the LEA feels that the child requires provision beyond what the school can offer.

A Statement of Special Educational Need will: -

- outline details of the LEA's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the LEA believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school.

The Annual Review will: -

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil

- consider ending, continuing or amending the existing Statement
- set new targets for the following year.

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

11.0 Partnerships

- 11.1** We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.
- 11.2** Pupils with SEN will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.
- 11.3** We feel that the provision for SEN in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

12.0 In-Service Training

- 12.1** Identified in-service training will be undertaken in line with the school's Professional Development Policy.

13.0 Monitoring

- 13.1** Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

14.0 Evaluation and Review

- 14.1** The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.
- 14.2** A review of the **SEN policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

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| Special Needs Co-ordinator (SENCO/ALNCO) | Julia Eagle |
| Governor for SEN | Maureen Madden |
| Date when policy was written | January 2014 |
| Review Date | Spring Term 2015 |