



Holy Redeemer Catholic
Primary School

Special Educational Needs Policy

Signed by:	
Head Teacher	Christina Hall
Chair of Governors	Jim Turner
Date Adopted	Spring Term 2021
Date of Review	Spring Term 2022

The Governors have a responsibility to ensure the school has a qualified teacher as the SENCO. Our SENCO is Mrs Bee Sanders, who works closely with our Early Years SENCO, Mrs Rachael Barker and the headteacher, Mrs Christina Hall.

Beliefs and values

As a Catholic school, we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all pupils.

We believe that every teacher is a teacher of every pupil; including those with SEN.

Principles

The principles in this policy reflect the key principles that underpin the SEN Code of Practice 2014. These state that the views, wishes and feelings of the pupil and their parents are valued and respected. The pupil and the parents will be able to participate as fully as possible in making decisions.

Aim

The Code of Practice 2014 (pg 4&5 xiii xiv) states that:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of 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 of (a) or (b) above or would do so if no special educational provision were made.

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.

Accordingly, the special education needs policy seeks to ensure that:

1. Individual differences in pupils are recognised and needs identified.
2. Each pupil receives the best education possible and achieves their full potential.
3. Children with SEND will be offered a broad, balanced and relevant education.

4. All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

Objectives

In order to achieve these purposes, the school will strive to:

1. Ensure that SEN is viewed as a whole school responsibility within the guidance provided in the SEND Code of Practice 2014
2. Meet the needs of individual pupils through Quality First teaching, and the management and deployment of additional resources
3. Provide early identification of pupils with SEN through liaison with relevant agencies and discussions with stakeholders
4. Develop provision maps and plans to support pupils' varying needs
5. Provide interventions, where appropriate, for each pupil with SEN. This will be reviewed regularly to assess the impact on the child's progress and will include the views of all stakeholders

Identification

SEN pupils are identified using The Code of Practice 2014 (pg 84 6.17/6.18)

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, as it is a significantly greater different, in order to make a successful transition to adult life.

Where pupils are identified as making less than expected progress, discussions with parents and pupils will take place and further diagnostic assessments are undertaken when necessary. This will establish whether a pupil has SEN in accordance with the definition noted in the Aims section of this policy.

When reviewing and managing special educational provision, the broad areas of need below may be helpful.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

- Communication & Interaction – Difficulty with different aspects of speech, language or social communication.

- Cognition and Learning - Moderate and severe learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.
- Social, Emotional or Mental Health – Difficulties such as anxiety, depression or self-harming etc.
- Sensory and/or Physical – Difficulties such as visual or hearing impairment.

The following are not SEN but may impact on the progress of students

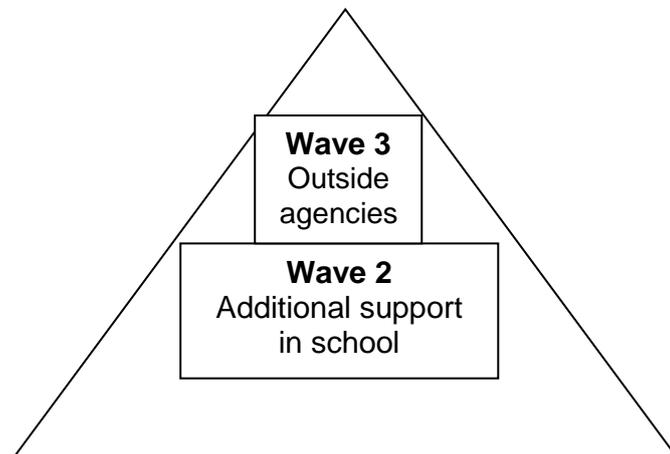
- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of serviceman/ woman
- Being a child of a travelling community

A graduated approach to SEN

The Code of Practice 2014 (pg89 6.44) states that

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Code of Practice identifies pupils as having SEN if they do not make at least expected progress once they have had Quality First teaching and additional support. Pupils will then be placed on the school's SEN register. As part of the Assess, Plan, Do, Review cycle, outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parent, pupil and teacher.



Wave 1
Quality First Teaching

Strategies may include:

- **Providing different learning materials, resources or special equipment**
- **Introducing group/individual support within class.**
- **Staff training to introduce effective strategies to support particular needs.**
- **Staff training to develop targeted intervention programmes.**
- **Consulting specialists to advise on effective provision for these students who despite support continue to have prolonged difficulties.**

Class/ subject teachers will monitor pupils with SEN support as part of their on-going day to day practice.

The effectiveness of the support and intervention and their impact on the pupils progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent.

For a small minority of pupils who may have very complex needs, the school or parents may consider requesting an Education Health Care Plan Assessment. (The Code of Practice 2014 Pg 92 6.63)

When a child fails to make progress, in spite of high quality, targeted support at the SEN Support level, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspiration as well as the barriers they face. Following the meeting, the LA will consider the need for an EHC Plan, and will, if appropriate, make an EHC and arrange, monitor and review provision.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC or to the funding arrangements for the child.

Gifted and More Able Pupils

Definition

Those pupils who have ability in one or more areas of the curriculum, beyond the large majority of their peer group. These children will require a more challenging curriculum

in certain subjects. They may need a different balance of activities and more flexibility of approach and timetabling to enable them to achieve their potential.

Aims

- To increase teacher awareness and recognition of specific abilities of gifted children;
- To develop our children's thinking so that it is of a higher cognitive level;
- To encourage all staff to consider the need for enriched learning opportunities for more able pupils;
- To provide for more able pupils the opportunity of an education commensurate with their ability and aptitude;
- To enable all more able pupils to feel fully accepted and sufficiently secure to demonstrate their abilities;
- To consider the whole child.

Strategies

We will deliver enrichment through:

- The use of open ended tasks within our planning;
- Endeavouring to work from the child's strengths;
- To provide children with extension activities where appropriate;
- To group children according to ability within different areas of the curriculum; an awareness of the need to differentiate in expectation or outcomes;
- Specialist extension resources where appropriate;
- Intensive period of working in a given curriculum, possibly with the help of a visiting expert, and on occasion, sharing within a cluster group;
- A flexibility of learning styles and timetabling to allow for the individual pupil's needs;
- The inclusion of subject acceleration as a means of encouraging the more able pupils to fulfil their full potential;

Roles and responsibility

SEN Governor

The Governor for SEN (Ann-Marie Wallbank) ensures that the Governing Body are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. It is also their role to challenge the school to ensure that we are providing the very best for all pupils in our school in the context of a loving Christ-centred educational community.

Teachers' responsibilities

It is the responsibility of all teachers to deliver Quality First teaching, allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing a more inclusive curriculum:

- Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.

- Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Adaptations to the curriculum teaching and learning environment

All of our classrooms endeavour to be inclusion-friendly: we aim to teach in a way that will support children with tendencies towards, dyslexia, dyspraxia, ASD etc or have medical needs. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to cater for the individual needs of each child. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The SENCO and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties

The Role of the SENCO

The Code of Practice 2014 (pg. 97/98 6.90) states:

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Contribute to the professional development of all staff

- ensuring that the school keeps the records of all pupils with SEN up to date

Complaints Procedure

Refer to school complaints policy.

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)

<http://www.worcestershire.gov.uk/cms/parent-partnership.aspx>

For further concerns parents can contact SEN Services: SEN@worcestershire.gov.uk for mediation services.

Criteria for Evaluating the Success of the SEN Policy

The success of the policy will be reviewed on an annual basis:

- Students with SEN will be tracked through all key stages in Holy Redeemer School.