



SPECIAL EDUCATIONAL NEEDS POLICY

Mission Statement

At Our Lady of Compassion Catholic Primary School we aim to provide the best possible educational and pastoral care for all our pupils. We strive to create opportunities to ensure children maximize their full potential. We aim to pass on an awareness and appreciation of the Gospel values and support all members of our school community in the name of Jesus Christ.

Rationale

At Our Lady of Compassion Primary School we recognise the diverse nature of learning needs and ensure all pupils including those with SEN have their needs met through a broad and balanced education. Pupils with SEN engage in all activities within school so far as is practical and compatible with their needs being met. Our curriculum is fully inclusive and provides all children with the opportunity to fulfil their potential. It is also our policy to integrate children with additional needs into our school community and to develop within our school empathy, understanding and tolerance of the needs and differences of others for the mutual benefit of all pupils.

This policy has been written in response to the revised

- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information report regulations 2014.
- Teachers standards 2012

Definition of Special Educational Needs:

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice:

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...has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The teaching and learning at Our Lady of Compassion is an ongoing cycle of planning, teaching and assessing which takes account of the wide range of backgrounds, abilities, interests and aptitudes that children bring to school with them. The majority of children will make progress within this general process. Some children may find it difficult to make the expected progress within these arrangements and these children may have Special Educational Needs. Whilst many factors contribute to the range of difficulties experienced by some children,

we believe that much can be done to overcome them by parents, teachers and pupils working together.

Children's needs may include:

1. Communication and interactive difficulties
2. Cognitive and learning difficulties
3. Behavioural, emotional and social difficulties
4. Sensory or Physical difficulties

Our school has a whole school approach to learning and our guiding principle is one of inclusion. It is the responsibility of every member of staff to meet the needs of all pupils, regardless of gender, race, ability or disability by offering a differentiated curriculum through a range of teaching styles, strategies, support and resources.

AIMS

It is the aim of the school to enable all children to make a valued contribution to the life of the school and to create an environment, which builds self-esteem, confidence and independence. We have high expectations of achievement and aim to provide opportunities for all pupils to experience success. It is the responsibility of all members to meet the needs of all children in their care including those with special educational needs.

Objectives

Our school will endeavour to;

1. Identify and support pupils with special educational needs
2. Enable pupils with special educational needs to make the greatest possible progress through access to a broad and balanced curriculum through quality first teaching.
3. To provide a differentiated curriculum appropriate to the individual's needs and ability.
4. We will also provide additional support to those pupils with the greatest level of need and will seek advice from specialist services if necessary.
5. Work in partnership with outside agencies, parents and the pupil to ensure the most appropriate provision is made.
6. Provide relevant training and support for all staff to enable them to work effectively with children who have special educational needs;
7. Involve the pupil in any assessment and decision-making taking into account their age, maturity and capability;
8. Promote positive and constructive attitudes to children with special educational needs and to celebrate achievement and diversity.

SEN Admissions

The school will endeavour to admit all children, whose parents wish them to be educated at Our Lady of Compassion, regardless of special educational needs and who meet the criteria outlined in our school admissions policy.

Roles and Responsibilities - School Staff

There is a designated Governor responsible for Special Educational Needs Mr Joanne Tomlinson

The Special Needs Co-ordinator (SENCO) meets with class teachers to review pupil profiles, PIVATS assessments and any Individual Education Plans (IEPs). I.E.Ps are used to record what is additional to or different from work that is already differentiated. The progress of all children with special educational needs is monitored and documented. The SENCO and subject co-ordinators will advise class teachers on differentiation of work and provision to ensure progress is made.

Individual Education Plans (IEP's):

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Who it is delivered by
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or quality first teaching within the curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent. IEP's are reviewed regularly with parents and school staff.

Teaching Assistants are expected to provide support for the class teacher and will receive relevant training in order to do so. The planning of work and organisation of provision is the responsibility of the class teacher, input from teaching assistants will make a valued and positive contribution to the planning and assessment for children who have additional needs.

Outside Agencies

The school works with a range of outside agencies and is able to access advice, direct support, training and resources from them. We recognise our responsibility to work in close partnership with such agencies to ensure a pupil's needs may be met within our school.

Sefton Advisory Inclusion Service (SENDIS) (Inclusion Advisor) – Mrs Violet Sparke

- Attends termly planning meetings to discuss progress of children and any giving cause for concern
- If requested, carries out assessment of children who have been identified by the school
- Provides support and training when needed

- Supports whole school projects relating to Special Educational Needs
- Has regular contact with SENCO

Sefton SEN Inclusion Service (SEPPS) (Educational Psychologist) – Mrs Anne Bentley

- Attends termly planning meetings
- Provides formal assessment when required
- Provides training for staff
- Reviews progress, reports to parents & school

Early Years Advisory Teacher

- Provides support and advice for school
- Assesses children and reports to parents and school
- Regularly reviews progress of children
- Sets targets and liaises with other agencies involved

Speech Therapist, Occupational Therapist, Physiotherapist and Behaviour services

- Meets with class teachers/SENCO to discuss progress of children
- Attends school to provide assessment and advice for children
- Supports children in the school
- Provides programmes of work to be followed by class teacher or teaching assistant
- Attends annual reviews or provides written reports for children
- Provide training for staff if needed and requested

School Nurse/ Community Paediatricians and Other Health Professionals

- Attends school to test sight and hearing
- Available to give advice on health issues or concerns for the school
- Provide assessments of children
- Provides training for staff on specific issues
- Provides a link with parents on health related issues

Link Nurse

- Provides a link to Consultant Community Paediatrician and Child and Adult Mental Health services (CAMHS)
- Access to training for Staff

Pupil Involvement

Our aim is always to involve pupils in taking responsibility for their own learning through active participation in target setting. Class teachers and children work in partnership to identify areas for improvement. This applies to children with special

educational needs and where appropriate they will be encouraged to review their own progress and to be involved in the discussion with parents and other professionals regarding provision.

Parental Partnership

Our Lady of Compassion school staff believes that parents have a crucial role to play in the educational progress of their children, this is particularly so when a child has special educational needs. The effectiveness of the school's action will be directly affected by the involvement of parents. At all stages in the educational process the parents will be consulted and their views and wishes taken into account. We will ask parents to take an active role in their children's learning at home and will keep them informed of their child's progress at frequent intervals. The SENCO and school will try to ensure that parent's anxieties or concerns about their child may be experiencing are kept to a minimum by operating an open door policy and good channels of communication. Parents will be made aware of the Parent Partnership Service whose role it is to support parents and offer advice and information.

Role of the SENCO

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- Involvement in co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil (LAC) 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 headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Identification

The early identification, assessment and provision for any child who may have SEN are vitally important. We believe that early identification and intervention, in many

cases, prevent significant difficulties developing and more easily identify those for whom additional support will be required.

Pupils will usually be identified by:

- Class teacher
- Parents
- Outside agencies

All teachers have an overall responsibility for the identification of a child with special educational needs, to report it to the SENCO and to consult with the child's parents.

All teachers should:

- Be aware of the range of needs that may arise in school
- Collect any evidence required including results of assessments to allow the child to show what they know, understand and can do as well as any difficulties.
- Be responsible for assessing the suitability of materials used in their delivery of the curriculum.
- Use information rising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Ensure that ongoing observation and assessment provide regular feedback to parents about the child's achievements and experiences and that the outcomes of such assessments form the basis for planning the next steps of the child's learning.
- Attend courses and training to acquire knowledge to support the child.

Early Years

A child may enter nursery or Reception classes having already been identified as having special educational needs and be placed at Early Years Action or Action plus. The pre-school advisory teacher and school staff will work in partnership to provide the appropriate level of support. The outcome of any assessment or observations may also indicate areas of concern and may alert teachers to children who have particular difficulties, some of whom may have special educational needs.

Implementing SEN support at Our Lady of Compassion

The process for implementing SEN support is described in the new Code of Practice as the 'Graduated Approach' and has four stages:

Assess

School will gather all information available to gain an accurate picture of the child's needs. This could include teacher, pupil, parent and outside agencies and will provide information such as attainment, learning styles, and projected targets. A Record of

Concern is completed initially and used to discuss primary concerns with the relevant personnel.

Plan

A 'Pupil Profile' (support plan) will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan Which will include: Quality First Inclusive Teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets- how they will be delivered and monitored. Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher. Resources to ensure access to curriculum or environment

Do

Once pupils have a Pupil Profile, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time need to ensure they talk to the SENCO and SMT for further advice.

Review

A review will take place within a timescale, interventions will be evaluated along with the view of the child and parents. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review further options may be put into place: Advice or assessment may be requested from outside agencies. Top up funding may be requested from the LEA if the cost of support goes beyond the £6,000 threshold provided by schools. This is accessed through a high needs application which shows an efficient plan that is likely to succeed. Parents and or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- 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 aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions including the Heartmath program. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

Staff Development

The SENCO, in consultation with senior management, will be responsible for the co-ordination of training for staff within the area of special educational needs. The SENCO will contribute to ongoing staff training through staff meetings and other INSET as needs are identified.

Resources

The school has a range of available resources to assist with the support of children with special educational needs. The SENCO ensures that any specialist equipment is made available for specific children either through purchase or by accessing other services for items on loan. Staff are responsible for the equipment whilst the child is in their class.

Pupil Progress

There is a whole school approach to recording and measuring pupil progress, taking account of the development through the foundation stage, key stages one and two and enhanced for children with SEN by the records kept by the SENCO. Teachers make notes on their weekly plans to indicate where children have not reached or exceeded learning objectives. This informs the next set of plans.

All pupils have an Assessment File located in the SIMS tracker that contains a comprehensive record of his or her achievements. PIVATS is an assessment tool that plots pupil progress of children working below the National Curriculum level 1C. This is used for SEN children in all year groups to enable class teachers to clearly identify

the level a child is working at in relation to the National Curriculum and to their own progress.

The recording and reviewing of the progress of children with SEN follows procedures as set out in the code of practice.

Review and planning meetings are arranged, to which all professionals who have been involved with the child are invited. The SENCO has informal meetings with any professional who visits the school to work with a pupil, for a brief exchange of information and results of any assessments carried out. This information is fed back to the class teacher.

Children making the transition to secondary school are identified by the SENCO to the secondary colleagues and a transition meeting is arranged. The transition package complements general transition arrangements and is often individualised to suit the needs of both the parents and the pupil involved. SEN documentation is passed onto the secondary school along with other general documentation.

This policy will be reviewed regularly by the SENCO, staff and governors in order to evaluate policy and practice.

At Our Lady of Compassion we also believe that more able, gifted children have special educational needs and we strive to ensure the needs of these children are provided for through our 'Gifted and Talented' policy.