

Our Lady Mother of the Saviour
Catholic Primary School

Special Educational Needs and Inclusion Policy

(Incorporating Able, Gifted and Talented)



OUR LADY MOTHER OF THE SAVIOUR RC PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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A SCHOOL ARRANGEMENTS

1. Policy Statement

Our Lady Mother of the Saviour Primary School values all pupils equally and all pupils in the school have access to a broad and balanced curriculum. In school, most pupils' educational needs are met through normal classroom arrangements but there are some pupils who require additional support. These pupils have Special Educational Needs, hereafter referred to as SEN. The school recognises that every pupil is entitled to have his/her particular needs addressed and that all pupils are entitled to experience success. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

The school recognises that:

- ◆ Good SEN practice is good practice for all pupils.
- ◆ All SEN provision is more effective if pupils and parents are fully involved.
- ◆ Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

The Governing Body is fully committed to fulfilling its responsibilities in supporting SEN provision through the allocation of resources and active involvement in the school.

This policy outlines the aims of SEN provision, the definition of SEN, the roles and responsibilities of the Governing Body, Head teacher and Staff and the structure of provision for SEN in Our Lady Mother of the Saviour Primary School and is based on the 'Special Educational Needs Code of Practice' (2014) and the 'Equality Act' (2010).

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Halton Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.

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- ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/ evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and by using the Records of Achievement to celebrate them.
- ❖ To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

2. Definition of Special Educational Needs

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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

3. Educational inclusion

At Our Lady's we are committed to our Mission statement. We value all children and believe all are made in the image and likeness of God. Our Lady's has a distinctly Catholic ethos and we are fully inclusive. We treat all our children and their families with love and respect and we greatly value all as part of our school community. Our Lady Mother of the Saviour RC Primary School seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in a Christian environment.

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The Special Educational Needs Code of Practice sets out five key principles:

- A child with special educational needs (SEN) should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The Special Educational Needs Code of Practice identifies four areas of Special Educational Needs these are:

- Communication and interaction
- Cognition and learning
- Emotional, social and behavioural development
- Sensory and /or Physical. (This encompasses visual impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) and Medical Conditions (MC).

It is recognised that many children with Special Educational Needs experience difficulties that cover more than one area.

4. Roles and Responsibilities for coordinating SEN provision

Policy Determination	Governors & Head teacher
Establishment of appropriate staffing	As above
Monitoring work on SEN	Headteacher to monitor SENCo SENCo to monitor whole school implementation of Code of Practice
Day to day management	Head teacher /SENCo
Management of Interventions and TA's	Deputy Head teacher
Day to day operation	SENCo

NAME OF SCHOOL'S SENCo:

Catherine Ming

NOMINATED SCHOOL GOVERNOR:

All teachers teach children with special educational needs. Teaching SEN children is therefore very much a whole school approach. At the heart of good teaching is recognition of this responsibility. Provision for children with SEN is a matter for **all** school staff together in addition to the governing body, head teacher, SENCO, it is a whole school responsibility.

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SEN Coordinator is responsible for:

- Overseeing the day-to-day operation of the SEN POLICY
- Co-ordinating provision for SEN children.
- Liaising with and advising teachers.
- Managing teaching assistants with SEN duties.
- Monitor progress and manage records of SEN children.
- Liaising with parents of SEN children.
- Contributing to staff training.
- Liaising with outside agencies, educational psychology, health, social services and voluntary services.
- Providing the head teacher and the governing body with information and progress of SEN children.

The role of The Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. The governing body does its best to secure necessary provision for any pupil with SEN. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the school's policy for SEN children. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made.

The governing body has identified a named governor to have specific oversight of the provision for pupils with SEN. The responsible person is the head teacher. The head teacher ensures all those who teach a pupil with SEN resource agreement are aware of the provision for that child.

The SEN governor ensures that all governors are aware of the school's SEN provision, including funding, equipment and personnel.

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B IDENTIFICATION

1. Identification, assessment and provision

In order to help children with SEN, Our Lady's adopts a graduated response that recognises there is a continuum of special educational needs and beings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of the individual. The SENCO will have responsibility for ensuring that these records are kept up to date and available if needed.

2. School based support

When a class teacher or SENCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provide as part of the school's differentiated curriculum. This is called school based support. This will be for children who despite receiving differentiated learning:

- Make little or no sub-level progress over a term despite targeted teaching.
- Show signs of difficulty in developing literacy or numeracy skills.
- Present emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Have sensory or physical problems and continues to make no progress despite the provision of specialist equipment.
- Have a communication and/ or social interaction difficulties and make little progress despite provision of a differentiated curriculum.

The SENCO and the class teacher will decide the action needed to help the child to make progress in the light of earlier assessment. This may include:

- Differentiated learning materials or special equipment.
- Extra adult time to devise the nature of planned intervention and to monitor its effectiveness.
- Group work and some 1:1 support.
- Access to outside agencies for specialist support and advice.

3. School Based Support Plans

Strategies employed to enable the child to progress will be recorded within a School Based Support Plan (SBSP). Some children may also benefit from a Group Support Plan.

The SBSP will include:

- The targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Outcomes to be recorded every month when the SBSP is reviewed

The SBSP or Group Support Plan will record that which is additional to, or different from the differentiated curriculum and will focus on no more than three targets that match the individual or groups' needs. The SBSP will be reviewed by the class teacher once a month. The views of the parent and child will be sought when setting new targets.

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4. Further School Based Support

The triggers for further support will be that despite receiving support under School based support the child:

- Continues to make very little progress over a sustained period
- Continues to work at levels well below expected for children of same age
- Has emotional and behavioural difficulties which substantially and persistently interfere with the child's own learning or that of a class group
- Has an on-going communication or social interaction difficulty that impedes the development of social relationships and causes barriers to learning

5. Enhanced Provision

Where a request for enhanced provision is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child and their progress over time, and will also need documentation in relation to the child's special educational needs and any action taken by the school to deal with those needs, including any resources or special arrangements in place. This may include:

S BSP'S, regular reviews and outcomes, pupil's medical needs, educational assessments, parental views, other agency involvement, any interventions the child has had.

The LA may decide that the child will receive Enhanced Provision, the child will then receive additional resources from the LA in order to meet the child's individual needs.

This enhanced provision will be reviewed annually with parents, pupil, LA, the school and professionals invited to consider whether any amendments need to be made.

6. In summary:

The graduated approach:

1. *Differentiation*
 - First quality teaching requires the class teacher to differentiate the work for all the pupils in the classroom.
2. *Monitoring*
 - The class teacher identifies a child to the SENCO. The child is monitored by the teacher and SENCO. Progress is monitored carefully.
3. *School Based Support*
 - This supports pupils who require support which is additional to and different from the above. A SBSP is used.
4. *Further School Based Support*
 - External services advise and inform SBSPs. The Educational Psychologist will assess/observe the child.
5. *Statutory Assessment*
 - The pupil continues to receive support at School Based Support but an application is being made to the SEN Panel to consider Statutory Assessment.
6. *Education, Health and Care plan*
 - The pupil has a plan detailing the pupil's needs and the provision to be put in place to meet those needs from all agencies

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Arrangement for Partnership with Parents

The staff at Our Lady's School will continue to forge home/school links and encourage parents to be partners in the education process. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. The SENCO and class teachers will meet with parents at the early stages (Monitoring) to discuss the progress a pupil has been making and what other strategies could be implemented to support the learning, behaviour and emotional well being of the pupil.

They are invited into school in September each year to discuss their child and set the targets for the SBSP. Parents will receive accurate information when they meet with teachers during Parent-Teacher consultation meeting held twice a year but parents are welcome to visit the school or arrange meetings at other times to discuss any aspects of their child's progress with the class teacher or SENCO. The SENCO is also available for appointments during Parent-Teacher consultation day. Parents are always invited to attend SBSP meetings and Annual Review Meetings of ECHP.

Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have a right to access any records of their child's progress and are encouraged to contribute to these records.

2. Pupil Participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances and their own views regarding the type of support, which is needed. Pupils participate in discussions regarding the setting of learning targets, which are included in the SBSP.

Pupils on School Based Support are given the opportunity prior to reviews to answer questions about their progress, support, likes and dislikes. They are supported by Staff to complete the questionnaire in school. (Pupil questionnaires APPENDIX 5)

3. Transition & Secondary Transfer Arrangements

Transition is an important stage in the life of a pupil and we take this very seriously. There are whole class transition programmes in place for all year groups especially Nursery to Reception, Reception to Year 1 and Year 2 to Year 3. The SENCO and Year 6 teaching staff liaise with SENCOs and teaching staff from secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. The child will have the opportunity to visit the high school on several occasions. The SENCOs from all schools will share information and assist each other in the transition arrangements of SEN pupils. We strive to ensure the parents and child transfer as smoothly as possible in a supportive and effective manner. The SENCO can also accompany parents to visit Secondary Schools and to support discussions with Secondary SENCOs. Some children need additional arrangements for transition, which might include additional visits to the new class or playground as well as making a transition book with photos of the new classroom, class teacher, dining hall, toilets, and playground. The pupil can take this book home over the summer.

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4. Links with Outside Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN. The Education Welfare Officer and Education Psychologist visit the school on a regular basis. The school also seeks advice from a number of other agencies such as the Speech and Language Therapy, Music Therapist, the Occupational Therapy, the School Nurse, Woodside Assessment Centre, Social Services, Halton Children's Trust, Specialist SEN teachers, SENDIAS (Parent Partnership). We are committed to using the expertise and advice provided by other professionals
The APPENDIX 6 lists the services we currently use. Other services can be contacted as required.

5. Specialist Provisions

The school does not have a special unit.

6. Admissions

The published admissions criteria apply to all pupils. The school welcomes application for admission from the parents of pupils with SEN. The school has complete wheelchair access in the building. The school has one toilet for disabled pupils. The Governing Body makes every effort to accommodate a pupil's particular needs.

7. Allocation of Resources

The Local Education Authority provides the school with a budget towards meeting the needs of pupils with SEN. This money includes funding for pupils with Statements. In addition, the school plans and provides for pupils with SEN from its own main budget.

The school spends this money on:

- Teaching assistants
- Training for teachers and Teaching assistants
- SEN Resources

8. Complaints Procedure

The schools complaints procedures are set out in the school prospectus. Parents/Guardians who have concerns regarding the provision of support for a child with SEN are encouraged to contact the school at any time. Parents may seek advice on resolving disagreements through the LEA and/or the Independent Mediation Service. The school will make further information available about this on request.

9. SEN Policy review

This policy will be reviewed by the governing body annually and amended when necessary

D APPENDIX

Appendix 1: School Internal Referral Form

Appendix 2a: SBSP

Appendix 2b: My Support/My Family History

Appendix 3a: SBSP Termly Review

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Appendix 4: List of main interventions

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Appendix 1

Our Lady Mother of the Saviour School Referral Form Record of Concern/ Monitoring Stage

Pupil _____

Date of Birth _____ Class _____

Concerns (tick the appropriate box)		Comments (include evidence if possible)	
<input type="checkbox"/> General Learning Difficulties <input type="checkbox"/> Specific Learning Difficulties (including dyslexia) <input type="checkbox"/> Behavioural, Emotional and Social Difficulties <input type="checkbox"/> Speech & Language <input type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor			
EYFS/ NC levels Reading: Writing: Maths:	Pupil strengths/ interests:		Attendance: %
Parent Contact details Parent: Telephone number:		Parental views about concerns/ difficulties/ strengths:	
Success of strategies & provision in place:		Agreed actions: Observation 1:1 assessment Referral	
Agreed Outcome: Not SEN EAL SBS Referral			
Next Steps:			

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Appendix 2 Our Lady Mother of the Saviour RC Primary School Based Support Plan				
Name:	Date of Birth:	Yr group:	Class teacher:	SENCO:
IEP Start Date:	Review Date:	Parent Signed:		School Signed:
Strengths:			<i>Areas to be developed (each area should have a corresponding target):</i>	
Targets	Strategies	Provision	Success Criteria	Achieved
1.	•	•	•	
2.	•	•	•	
3.	•	•	•	
Parent/Carer Involvement:		Pupil's View:		Additional Information:
Evaluation and future action:				

My Support

My Name is



I like to be known as

What people like and admire about me

What I do not like

What is important to me

What is important for me

My life aspirations

My Family History

My family are

Summary

What is important to us

How my family can support me

How to support us as a family

What my family want for me in the future

Termly Review of School Based Support Plan

Pupil: _____ Date _____

Strengths	Concerns

Targets of last IEP	Have targets been met?

Which interventions have been successful?

Possible new targets and interventions
<p>1.</p> <p>2.</p> <p>3.</p>

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Appendix 3b

Monthly Review of School Based Support Plan

To be completed during 1st staff meeting of every month

Pupil: _____

<u>Month to review</u>	<u>Comments and Observations</u>	<u>Teacher Date</u>
September		
October		
November		
December		
January		
March		
April		
May		
June		
July		

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Appendix 4

Interventions currently used

<i>Subject area</i>	<i>1:1/Group</i>	<i>Intervention</i>	<i>Year Group</i>	<i>How long</i>
Literacy	Group 1:1	Read Write Inc	Reception, KS1 & KS2	
	Group	Reading Comprehension	Year 1-6	
	1:1	Precision Teaching	Year 1-6	
	1:1	Reading	Reception KS1	
ICT - Touch Typing	1:1/Group	Touch Type (ICT) Nessy	Year 3-6	
- Literacy				
- Working Memory				
Numeracy	1:1/Group	Numicon	Reception -Year 6	
	1:1/Group	ECC	Year 1 - 3	
	1:1 /Group	1 st Class @ Number	Year 1 - 4	
Memory	1:1/Group	Visual Memory - various activities		
	1:1/Group	Auditory Memory- various activities		
Language (receptive/expressive)	1:1/Group	Language for Thinking	Reception-Year 6	
	1:1/Group	Speech and Language pack	Reception -Year 6	
Motor Skills	1:1/Group	Fine Motor Skills		
	1:1/Group	Handwriting		
	1:1/Group	Gross Motor Skills		
Social Skills	1:1/Group	Social Skills/Self esteem	Reception-Year 6	
	Group	Gardening	Year 3-6	

Our Lady's Catholic Primary School
Pupil Questionnaire (KS1)

My name is: _____

I am in class: _____

 What I like most about school is

 What I do not like about school is

 My favourite lessons are

 The lesson I do not like is

Things I like to do at home are

 I worry about

My behaviour at school is usually

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Appendix 6

Our Lady Mother of the Saviour School SEN Contacts

Service/Agency	Names of contacts
Educational Psychologist	Ms Bridget Carroll
SEN Governor	
SEN Advisory Manager (LA)	
SEN Case Workers (LA)	
Occupational Therapist	
Physiotherapist	
School Health Nurse	Glynis Tickle
Educational Welfare Officer	Ursula Burgon
Cavendish/ Ashley School Outreach teachers	
Early Years Assessment Service	
IWIST Liaison	
Hearing Impaired Service	
Speech & Language Therapy Service	
Visually Impaired Service	