



St Ignatius' Catholic Primary School



'An inspired learning community with Jesus Christ at our centre.'

Policy for Special Educational Needs

'You created my inmost self, knit me together in my mother's womb.

For so many marvels I thank you; a wonder am I, and all your works are wonders.

You knew me through and through.

My being held no secrets from you, when I was being formed in secret, textured in the depths of the earth.

Your eyes could see my embryo.

In your book all my days were inscribed; every one that was fixed is there.'

Psalm 139

We are told in this psalm that God created each one of us in our mother's womb, that he knew us from the moment of conception and that our path was already mapped out. Our Catholic community recognises that each child is a unique gift from God. For those children with Special Educational Needs and Disabilities the Church teaches that we have a special responsibility and should always try to respond in the most appropriate way. All children with SEND and their families should be supported from as early as possible within the Catholic Community. At St Ignatius' Catholic Primary School we welcome children with Special Educational Needs and Disabilities (SEND). We provide opportunities and resources in a caring and professional environment to meet individual children's needs.

The SEND Code of Practice 2014 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:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Objectives

In the light of the above we intend:

- To undertake a whole school approach to SEND where there is close liaison between the child, parents, head teacher, SENCO and staff.
- To provide an environment which fosters a close partnership with parents/carers.
- To identify children with SEND as early as possible in order that appropriate action may be taken to meet the child's needs. We are committed to early identification and intervention.
- To provide suitable differentiated work and resources to enable all children to access the curriculum at their own level.
- To meet the academic, social, moral and spiritual needs of all pupils to enable them to reach their full potential, in an inclusive environment and taking into account the needs of all children.
- To take into account the wishes of the child in the light of their age and understanding.

Admission arrangements

Admissions to the school are the responsibility of the governors and details are set out in the School Prospectus. The admission of pupils with an Education, Health and Care (EHC) plan falls outside the school's normal admission procedures. Details of such admissions are set out in the *Special Educational Needs and Disabilities Code of Practice 2014 section 9.78*. The school will admit children with an EHC plan in which St. Ignatius Catholic Primary School is named. Where a child has an EHC plan naming the school, a consultation will take place to ensure the school is able to meet the child's needs in an appropriate way.

Curriculum access and inclusion

Every teacher has a professional responsibility to ensure that the needs of each child have been identified and that appropriate action to meet those needs is taken.

St Ignatius' School strives to be an inclusive school, engendering a sense of community and belonging. Children are enabled to be fully involved in all aspects of the life of the school and to have an equal voice, irrespective of ability or disability.

This is enabled by the school's:

- Inclusive ethos
- Broad and balanced curriculum for all, with particular focus on the development of basic skills in English, Mathematics and ICT.
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children.

Identification

The SEND Code of Practice 2014 states that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

In accordance with the Code of Practice, areas of Special Educational Need are divided into four categories

- Communication and interaction (language, autistic spectrum disorder)
- Cognition and learning (moderate, severe or profound learning difficulties or specific learning difficulties e.g. dyspraxia, dyslexia)
- Social, emotional and mental health difficulties (ADD, ADHD, anxiety, depression)
- Sensory and/or physical needs (hearing, visual, physical)

(The identification criteria in these categories are taken from the SEND Code of Practice 2014 6.28-6.35)

After using the criteria to identify children with SEN, the school will arrange SEN support. In consultation with the child and the child's parents, suitable outcomes for the child will be agreed and the child will be placed on the SEND register. Staff follow the 'Assess, Plan, Do, Review' cycle as recommended in the 2014 SEND Code of Practice.

When concern is raised about an individual child the following steps are implemented

- Class teacher will observe and monitor, recording concerns and incidents. Additional support/strategies used within class.
- Discussion held with parents/guardians.
- Concerns raised with SENCO and intervention through *SEN support* will take place. Extra support and intervention will be recorded on a provision map. At this point, a Learner Profile will be written detailing the child's strengths and needs and how best to support the child. The Learner Profile will be written in collaboration with the child and parents and will be shared with all adults who work with the child (including supply teachers and lunchtime supervisors where appropriate). The child will be placed on the SEN register.
- If further support is needed, a Supporting Me To Learn Plan will be written, detailing progress made so far and individual short term targets for the next term. The views of parents and child will be recorded along with which strategies will be implemented to help the child achieve the

targets. Supporting Me To Learn Plans will be reviewed and evaluated termly or as appropriate.

- Further intervention through *SEN support* involving outside agencies will take place if progress is still not satisfactory.
- Where the child is demonstrating significant cause for concern, a My Support Plan will be created. Following further concerns, a request for an *EHC needs assessment* will be made.
- Parents' knowledge and views will be taken into account throughout the assessment process.
- The child and her/his needs are always placed at the centre of any changes taking place.

Assessment and monitoring

School based assessment and monitoring is a continuous process for all children. Once a child has been identified as having a Special Educational Need, it is important that assessment continues to be carried out in a structured and systematic manner.

- The class teacher will meet with the SENCO at termly intervals to monitor and review the progress of the child and to respond to the child's needs.
- Parents will be invited to work in partnership with the staff and the views of the child will also be placed at the centre of any changes and interventions.
- In Early Years, regular observations take place and formal records are kept e.g. pre-school records, baseline assessments, tracking grids, Early Years Profile scores.
- In school, individual tracking sheets on Target Tracker and formal assessments are recorded and evaluated.

Provision

The school employs a graduated response that recognises that there is a continuum of special educational need. The response is seen as action or support that is additional to or different from that provided as part of the school's usual differentiated curriculum.

Practice

- SENCO will keep an up to date register of all children with special educational needs
- When a parent or teacher has a concern about an individual child, they inform the SENCO; this includes children in Early Years.
- Parents are invited into school, personally, to discuss initial concerns. Parents are involved in any decision to place a child on the SEN register and are also informed when a child is ready to be removed from the register.
- If concerns continue despite differentiated work and different approaches by the class teacher, a child may form part of a group or individual intervention which is recorded on a provision map - *SEN Support*
- The identified provision may be delivered within the class situation by the class teacher or a support assistant.
- Where additional provision is required outside the normal classroom practice of quality first teaching, support may be given in a small group or one-to-one situation. Support staff will deliver fixed programmes, such as Rainbow Words, or individually tailored programmes as identified within the child's Learner Profile or Supporting Me To Learn Plan.
- Patterns of support will be put in place appropriately for each child on the SEN register on an individual basis according to need.
- If concerns continue, advice is sought from experts from agencies such as Learning Support Service, Special Educational Needs Support Service, Speech and Language Therapy, Occupational Therapy or Educational Psychology and a Supporting Me To Learn Plan is written including their professional advice - continued *SEN Support*.
- Supporting Me To Learn Plans are written and are used as a 'working document.' Monitoring and assessment of progress towards the individual targets by the class teacher is ongoing. Progress is evaluated termly with input from SENCO, class teacher, TA, parents and the child.
- Where a child has an EHC plan, this will be reviewed annually. All concerned parties will be invited to contribute to and/or attend this review. This will always include SENCO, class teacher and parents. When transition issues are relevant, receiving schools will be invited to be involved in the review process.
- At transition, information concerning any child on the SEN register will be shared with receiving schools, to ensure the best possible ongoing provision.

- We have a close partnership with our local authority Educational Psychologist and our Advisory teacher from Learning Support Service. Planning meetings take place at least twice a year.
- Our SEND policy is reviewed annually and changes reported to Governors and parents.
- In school, the SENCO and head teacher consult informally on a regular basis.
- Our delegated budget is used carefully to address the needs of children with an EHC plan and also to help individuals and small groups of children who need extra support. Some flexibility is kept to address needs which arise during the financial year.

Facilities to support children with SEN

Access to the school building is available for disabled people. We have a ramp in school, a disabled toilet and also some teaching aids e.g a sensory tent, a wobble cushion and a sloping board for writing. As required, we will supply a range of materials and resources to develop and support the identified needs of our children.

Allocation of Resources

Some top up funding may be delegated to school for children with EHC plans. Where a child has an EHC plan, all funding attached to that plan will be targeted towards meeting that child's identified needs.

Within the budget there is also funding to enable school to meet the needs of those children with special educational needs who do not meet the criteria for an EHC plan.

The needs of all children including those with SEND are taken into account when allocating resources (including teacher time, support staff time, materials and equipment) within school. All funding which is allocated in budget for SEND is used for that purpose.

Complaints

The school has a complaints procedure, which is contained within the school's prospectus, on the school website and available from the school office on request. Any complaints in relation to SEND provision are dealt with under this procedure.

Role and Responsibilities of the Special Needs Co-ordinator

- To attend relevant courses.
- To feed back from courses to other staff at staff meetings.
- To maintain the Special Needs Register.
- To liaise with the headteacher regarding special needs provision within the school.
- To liaise with other schools - close links with other Catholic schools in the BKCAT.
- To liaise with teaching assistants to give support and advice when needed.
- To liaise with support services and other agencies.
- To organise and attend annual review meetings of children with an EHC plan and write up the relevant information.
- To provide governors with an annual report detailing how children at St Ignatius' School have been supported.
- To evaluate the impact of interventions and support.

The school and Early Years SENCO is Mrs Clare McBride

The school's Headteacher (Mrs Jackie Rush) has overall responsibility for the implementation of the SEN policy.

Role and Responsibilities of the Governors

The Governing body has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governors who are responsible for Special Educational Needs are Mrs Adele Taylor and Fr Richard Aladics.

Special Educational Needs will be an item on the agenda at each Governing body meeting.

Agreed: September 2017

To be reviewed September 2018

Signed _____ (Chair of Governors) Dated _____.

Signed _____ (SEN coordinator) Dated _____

Signed _____ (Headteacher) Dated _____