

St John Vianney Catholic Primary School



"Seeking Growth Together through Jesus"

SEND Policy

Date Reviewed: March 2018

Reviewed by: Amanda Wooldridge

Approved by Governing Body

Date of next review: March 2019

Special Educational Needs Policy Statement

To be read in conjunction with the SEN Local Offer

At St John Vianney RC School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. 'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Our policy aims to:

- identify and ensure that the needs of pupils who may have special educational needs are addressed
- Ensure that allocated funding is used appropriately and monitored accordingly
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- provide access for pupils with special educational needs to a broad and balanced education
- meet, as far as possible, the needs of most pupils within mainstream education.

Principles and objectives

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to ensure the fullest possible access to a broad and balanced curriculum for all pupils, regardless of their special needs, so they can discover their abilities and talents.

- to seek to discover and maximise the potential of each child through use of whatever support can be made available. This strategy will help anticipate problems which may arise through the frustration felt by an individual whose ability is over- or under- estimated.
- to ensure that all children make continuous emotional and social development appropriate to their chronological age rather than their specific abilities.
- to improve teaching methods, classroom management and access to the curriculum.
- to identify, assess and provide support for children with SEN at the earliest opportunity.
- to promote effective partnership and involve outside agencies when appropriate.
- to foster a whole-school awareness of the equal worth of each individual regardless of his/her specific needs.
- to ensure that each pupil has a positive sense of his/her own self-worth.
- to ensure that pupils with special needs are fully integrated into all aspects of school life.
- to ensure that staff are skilled and supported in educating pupils with a range of special needs.

Roles and Responsibilities

The Governing Body, through the SEN committee, should, in co-operation with the Headteacher, and as required by the Code of Practice, determine the school's general policy and approach to providing for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The Governing Body must report annually on SEN arrangements within the school. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher will keep the Governing Body informed and work closely with the school's SEN co-ordinator.

The class teachers have the responsibility for organising and arranging SEN provision within their own class. Each class teacher will be responsible for keeping appropriate records of all steps taken, assessment and examples of work etc. of SEN children. Such records will be kept in the SEN Filing Cabinets within the SEN Department. The class teacher will be

responsible for ensuring the SEN co-ordinator / Headteacher is kept informed of all concerns and developments.

The SEN Co-ordinator (SENCO) is responsible for co-ordinating SEN work within the school, liaising with parents of children with SEN, liaising with all external agencies and the organisation and execution of annual reviews. The current SENCO is Mrs A Wooldridge.

The school will keep a record of all children with SEN and the steps taken to meet those needs. The Headteacher / SENCO will keep a record of all SEN children and their support arrangements throughout the school.

As part of curriculum planning each teacher is responsible for differentiation of the curriculum to provide appropriate learning objectives for children of all abilities – including the very able and those less able children. Each teacher is also responsible for planning appropriate assessment opportunities within the curriculum in order to monitor progress and inform future curriculum planning. Each class teacher must in this way ensure that appropriate support is provided for children within the class identified as having special needs. This support will include the provision of appropriate work and targets including Individual Pupil Programmes (IPPs), classroom assistant support, classroom organisation to provide group work or individual help, records etc.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all will be recorded in an IPP or One Page Profile. The class teacher will ensure that the IPP/One Page Profile is shared with the relevant staff who support the child.

This will be written by the class teacher in consultation with pupils, parents, carers and teaching assistants. It may also involve consultation and advice from external agencies.

The IPP (Individual Pupil Profile) will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IPP will be reviewed at every ½ term and the outcomes will be recorded. New targets may be sent home on end of term reports. Pupils will participate fully in the review process according to their age and abilities. Parents / carers can also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Support Level, we may seek further advice and support from outside professionals.

These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the Educational Psychologist.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties.
- Liaison meetings with representatives from the Emotional Health and the Educational Psychology Service and CAHMS are held on a regular basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

For pupils who have statements of SEN/Education and Health Care Plans, as well as the review of their IPPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year

of transfer. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Providing Intervention

At SJV we have a thorough provision for those children on an IPP. This includes

- Targeted support through high quality first teaching literacy and numeracy teaching and interventions.
- Extensive tracking of progress demonstrating impact of interventions.
- Working in small groups on focused activities
- Working on activities set by specialist agencies, such as speech and language therapists or occupational therapists
- Detailed handovers between classteachers so that all information is transferred in a timely manner

Monitoring and Evaluation

- At the end of each half term the Teacher evaluates progress made for each target and considers how to meet the needs of the child the following half term.
- Half termly monitoring by the SENCo allows progress to be measured and further interventions/support to be provided as appropriate.

Admission Arrangements

St John Vianney RC Primary School has an open admissions policy, paying due regard to the Code of Practice. Where children are admitted with an already identified need, the school will work towards making necessary support available in consultation with parents and the LEA.

As part of the NRA arrangements, Mrs A Wooldridge meets with the new family completing an early help assessment to ensure that any details regarding the child's education or social needs are highlighted to school prior to entry thus facilitating a seamless transition from the previous school/setting. Baseline assessments in Literacy and Maths are completed by each pupil upon entry which provides the class teacher with a starting point until the more detailed information is received.

Specialist Experience

It is the responsibility of all staff to assist participation and relationship building within all the activities of the school and across the whole school community. We recognise the vital need for developing the professional skills of all staff.

Policy dated: 18th December 2013

Revised and approved by Governors: December 2014

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