

Saint Norbert's Catholic School

Special Educational Needs and Disabilities Policy

Date Adopted: Autumn 2016
Date of Review: Autumn 2018



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a
Love of God
Love of one another
Love of life itself

Saint Norbert's Catholic Primary School

Article 3 (Best interests of the child)

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

Article 28: (Right to education)

All children have the right to a good primary education, which should be free.

Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the full.

At St. Norbert's we believe that all children have the right to accessing a broad and balanced curriculum. We recognise that many children will experience special educational needs at some point during their school life as there are many factors which may contribute to a child experiencing difficulty in learning. We are committed to working in collaboration with parents to ensure the needs of all children are met.

Purpose of the Policy

The SEND Policy has been written to meet the requirements of the 2014 Special Educational Needs and Disabilities Code of Practice.

It should be followed in conjunction with:

- Special Educational Needs & Disability Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy

Definition of SEN (Department for Health and Education June 2014)

A child or young person has SEND 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.

At St. Norbert's we also recognise that there are other causal factors in establishing if a child has Special Educational Needs:

- We believe that all children are vulnerable to stress caused by personal circumstances and many experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a Special Need.
- Children may be said to have Special Educational Needs if they are not reaching their full potential due to behavioural, intellectual, physical, emotional, social or mental wellbeing reasons, or a lack of resources or provision to meet identified needs.

Aims of the Policy

- All children are given equal access to the curriculum and that each child's achievements are valued.
- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known by everyone.
- A Child's views are at the centre of setting targets and providing support.
- There is involvement of the parents at every stage.
- A people centre approach is at the heart of all decision making.
- We provide differentiation within a balanced and broadly based curriculum, in a way which supports children with SEND
- Records follow the child through the school which are clear, factual and up to date.
- We raise staff awareness and expertise through in-house and external CPD.
- There is adequate resourcing for SEND
- We maintain close links with the support services, other schools and outside agencies.

Inclusion Manager

The Inclusion Manager is the person responsible for co-ordinating the day-to-day operation of the SEND Policy

The SEND designated Governor is responsible for monitoring and holding the SENCO to account with regards to SEND provision.

Arrangements for co-ordinating provision for children with Special Education Needs

The special needs leader (SENCO) is responsible for:

- The day to day running of the SEND policy, in conjunction with the Head teacher
- Liaison with and advising all staff members, teaching and non-teaching.
- Maintaining the SEN Support Register.
- Co-ordinating the provision for children with Special Needs.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs.
- Leading SEND plan and review meetings three times a year and updating review records.
- Contribute to in-service training for staff.
- Liaison with outside support services, agencies and voluntary bodies, including the Lincolnshire SEND Team, School Medical Service, the Education Psychology Service (EP), Speech and Language Support Team (SALT), the Specialist Teaching Team (STT), the Behaviour Outreach Support Service (BOSS), the Working Together Team (WTT) and Child and Adolescent Mental Health Services (CAMHS).
- To assist class teachers and support staff to identify individual targets for SEN Support Star target books, in consultation with other staff members and parents, where appropriate.
- Monitor interventions identified to support pupils with specific needs.
- Maintain close links with all parents of children with special educational needs and provide support for families to ensure pupils needs are being met at school and at home.
- Co-ordinating Child Centred Meetings as part of the Education Health Care Plans (EHCP) application process.
- Co-ordinating Annual Reviews for children with Education Health Care Plans (EHCP) and SEN Support targets.
- Completing relevant documentation and paperwork in support of pupils with Special needs.

- Liaising closely with the Head teacher.
- Holding planning meetings three times a year with relevant Outside Agencies.
- Updating the school information report (Local Offer) on the website.

The Head teacher is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND policy.
- The allocation and effective use of the SEND Budget.
- Providing an up to date School local offer to be published in conjunction with the local authority offer on the Lincolnshire Schools Website.

Once a child has been entered on the SEND Support list, formal records are kept in individual files in the locked filing cabinet in the Nurture Room and on the shared drive (G-Drive).

Records are accessible to all teachers and professionals in consultation with the Inclusion Manager.

Current SEND Support target records are kept in a separate folder/book held by the class teacher/Class TA. Records from previous terms are kept in the Nurture room's filing cabinet together with that child's file.

Information about the school's policy for the identification, assessment and provision for all children with special educational needs.

The allocation of resources to and amongst pupils with Special Educational Needs.

- The Inclusion Manager works with pupils who have been identified as needing specific support in a range of areas.
- Teaching Assistants are employed to work in class rooms to support children.
- Teaching Assistants support children on the SEN Support list with tailored interventions.
- The Pupil Premium Teaching Assistant and English as an Additional language (EAL) Teaching Assistant also support Pupil Premium pupils or EAL Pupils identified as having specific special needs.

Assessing Children on entry

Teachers of Reception children should make full use of information available from early education if possible, as this is a useful starting point. Some children may have already been identified as having SEND in the early years. Teachers should have access to records and SEND Support targets in the context of the Foundation Stage.

At Saint Norbert's children are assessed using the Foundation Stage Profile to ascertain current levels of attainment. These profiles alert teachers to children who have particular difficulties, some of whom might have SEND. If the child is significantly achieving below a majority of his or her peers, the child is placed on the SEND Support list after a full consultation with parents, and targets are put into place.

Pupils in Early Years Foundation Stage, who are English speaking or fluent in the English language, are also assessed using Wellcomm Speech and Language assessments in either Autumn Term 2 or Spring Term 1. This allows early identification of language difficulties.

Identification and assessment arrangements and review procedures.

St. Norbert's uses the guidelines from the SEND Code of Practice to record the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible in their school career. To this end the Inclusion Manager holds discussions with the staff at least once a term to discuss any problems that might have arisen and any change in the needs of the class. If a teacher has a concern about a child they are required to inform the Inclusion Manager as soon as possible and record details of the concern. The Inclusion Manager records that concern and makes arrangements for the teacher to monitor the child's progress until the next meeting. Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. There will also be informal consultation with the parent/carers. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin Specific Targeted SEN Support.

Pupils identified as requiring SEN Support

When a class teacher or the Inclusion Manager identifies a child with SEN the class teacher should provide interventions that are **additional to and different** from those provided as part of the school's usual differentiated curriculum. The triggers for intervention could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches a target particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English and Maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and or interaction difficulties.

Children at this stage should be offered extra support from within the schools resources, within the context of Specific Targeted SEN Support.

Specific Targeted SEN Support

The Inclusion Manager, where possible, in consultation with any other assessing professionals, should considering whether individual pupils needs require more specific individualised targeted SEN support to be put in place. If so the relevant Outside Agencies should be provided with up to date information about the pupil, including all previous and current profiling forms and Targets records which serve as referral information. Schools should always consult specialists when they take action on behalf of a child through the targeted SEN Support information. All Outside Agencies require teachers to fill out a form alongside a parental permission form **before** an assessment of the child will be made. These forms can be obtained from the Inclusion Manager.

At Specific targeted SEN Support levels, external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new targets and accompanying strategies.

The triggers for Specific Targeted SEN Support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional, behavioural or mental wellbeing difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme or Personal Support Plan.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service but only if these needs are impacting on the child's educational achievements.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Our policy is to provide access for all children to the National Curriculum. Different ability groups and needs will be catered for by differentiated planning and classrooms are organised and managed with this in mind.

Outside Agencies who are involved in Specific targeted SEN Support, where possible, will assist class teachers and teaching assistants with the support and integration of children with Special Educational Needs within the school as a whole.

At St. Norbert's we are committed to a policy of inclusion where we believe that we can cater appropriately for a child's special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support. Specific targeted SEN Support **should** be reviewed at **least** three times a year. The Inclusion Manager leads reviews meetings in most cases to support the parents, the class teacher and above all the child. Minutes are taken at these review meetings which parents read and sign at the end of the meeting. SEN Support records are also signed by all attending parties as evidence.

The Specific targeted SEN Support should contain:

- The short term achievable targets set for or by the child.
- Child friendly targets.
- The views of the child
- The views of the parents
- The provision to be put in place.
- When the plan is to be reviewed.
- Success and or exit criteria.
- Outcomes.

At St Norbert's children have an Specific Targeted SEN Support in place once the initial meeting with parents has been held and full consent given. These targets are always shared with parents and a copy of is sent home. This is the class teacher's responsibility to ensure this happens.

SEN and EAL

At St Norbert's pupils are given up to 2 years to acquire basic spoken and written English language skills. Where there is evidence that a pupil is finding it difficult to retain the English they are taught, we would investigate with parents whether there were any concerns in the pupil's home language. Assessments may then be carried out by a Specialist Teacher or other outside agencies. It is only if the area of need was specifically linked to learning English that we would wait up to 2 years, while continuing to monitor progress.

All SEND Support procedures would be followed as normal.

SEND needs

At St Norbert's we constantly strive to ensure we meet the needs of the individual. Each child's needs are unique and so each child will receive different support - dependant on their specific needs.

The needs that require SEN Support may be:

- Cognition and Learning (Learning Need)
- Communication and Interaction(Speech and Language)
- Social, Emotional and Mental health
- Medical, Physical and Sensory needs.

Criteria for evaluating the success of the school's SEN policy.

The policy is reviewed where there are changing circumstances and at least once every two years.

CPD needs are reviewed regularly. Staff meet three times a year through their Performance Management with the Headteacher or Senior Leader to identify their individual CPD needs.

The SEND Governor visits the school to monitor the progress and provides feedback to the Governing Body.

Monitoring will consider the following:

- Is there effective communication between staff, parents and Inclusion Manager?
- Is the Specific targeted SEN Support addressing the needs of the children? Do the children know their own targets? Are they achieving?
- Are the child's views at the centre of all decisions and targets set?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEN resources?
- Are parents happy with the provisions for SEND children?

In addition the success of the SEND policy will be reflected in the following:

- The results and analysis of End of Key Stage tests and teacher assessments.
- The results and analysis of End of Key Stage progress tests
- The views of the staff, parents and the Governing Body.
- The number of children whose needs are being met and make expected or exceeding progress
- The results and analysis of annual optional standardised maths and English tests through the schools tracking system.

Arrangements for considering complaints about Special Educational Needs provision within the school.

We follow our Complaints by Parents Policy procedures and recommendations.

Information about the school's staffing policies and partnership with bodies beyond the school.

We recognise that teaching and non-teaching staff will need in-service training on aspects of special needs in order to update policy and inform practice. It is envisaged that regular staff training each year will be set aside for SEN training as well after school meetings. Child Protection, behaviour and discipline and SEND policies will be reviewed regularly. Details of the in-service training programme to support special educational needs will be outlined in the SEND Action Plan.

Arrangements for partnership with parents.

Parents are partners in their child's learning and are welcomed to class assemblies, special events and on visits, thus supporting co-operative and collaborative learning. Parents are asked into school three times each year for a teacher/parent meeting. Parents are involved at every stage of the SEND profiling system.

No child can be placed on SEND Support Register without prior permission from the parents.

Health Care Plans

If a child is subject to a Health Care Plan the provision of the needs outlined need to be met.

We believe it is essential to have a good dialogue with parents of children with special educational needs and value the information and insight they can provide us with. We encourage parents to contact us with details of any medical conditions which might affect their child's education and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals.

The Health Care Plan is shared with all staff and a copy kept on the Medical Board in the staffroom.

All other medical information regarding individual pupils are also shared with all staff and kept on the Medical Board to ensure all are aware of the child's needs.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools.

St. Norbert's has established links with a number of secondary schools. When children on the SEND Support system transfer to Secondary school the Inclusion Manager and the Year 6 teacher aim to meet with the SENCO of that school. All the SEND profiles are passed on to the receiving school.

When a child transfers to another Primary school the SEND profiles and child protection concerns are passed on. The Inclusion Manager will make contact with the SENCO of that school if further information is needed. If a child with an Education, Health Care Plan is transferring we make arrangements for the child to visit the school beforehand - if possible with the Head or the Year 7 Co-ordinator. Similarly, if we were to receive a child with an Education Health Care Plan from another school we would hope to visit and receive a visit from the pupil before s/he started with us and to work in close co-operation with the school.

Resources

The Inclusion Manager maintains a designated resource cupboard situated in the Nurture Room where access to all the resources are available for all teachers and Teaching Assistants. This area has many resources for all age groups, including the Foundation Stage children. It also contains information relating to the nature of various types of SEND, the symptoms expressed and strategies for meeting that need. Everyone at St. Norbert's School is welcome to use this area and its resources whenever possible.

Links with other schools

Currently the Inclusion Manager attends termly cluster meetings with other SENCOs from schools in Spalding and the surrounding area to share good practice and to keep up to date with developments.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Governing Board)

Date _____