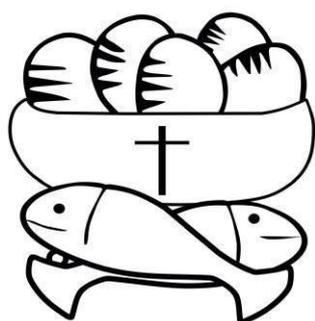


St Eugene de Mazenod Catholic Primary School SEN/D Policy

2016-17



Our Vision

As a Catholic primary school, firmly rooted in the teachings of Christ, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to inclusive education, equal opportunities and respect for all.

In partnership with governors, parents and the local community we strive to deliver a broad and balanced curriculum that promotes high achievement for all children, developing within the individual self-confidence, motivation, aspiration and the ability to work with others.

At St Eugene's

- We welcome all children
- We value the individual acknowledging their uniqueness
- We believe that every child can be successful and achieve during their time at our school and beyond
- We challenge our pupils through our teaching, to have high aspirations for their lives and aim to inspire them to want to learn and to become responsible citizens

The SEN/D aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN/D provision as early as possible in their school career
- To ensure that pupils with SEN/D take as full a part as possible in all school activities
- To ensure that parents of pupils with SEN/D are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEN/D are involved, where practicable, in decisions affecting their future SEN/D provision

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

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.

Definition of Special Educational Needs and Disability (Code of Practice 2014)

A child or young person has SEN/D 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

The four primary areas of SEN/D

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

We recognise that behavioural difficulties do not necessarily mean that a child has a special educational need. The four main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

It is the responsibility of the educational setting in consultation with parents and the young person to decide whether a child or young person requires additional SEN/D support: 'They must ensure that children and young people who receive additional SEN/D support have an identified SEN/D and that their progress has not been hampered by weak teaching or poor attendance.'

Educational settings must account to Ofsted for the progress of all children. Many children can have their needs met through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of ancillary equipment and aids.

However, some may have SEN/D and require support and/or interventions that are additional to or different from those normally provided and will need additional SEN/D support. A rigorous assessment of SEN/D should be carried out to decide if this is necessary.

The Inclusion Team

The Inclusion team at our school consists of:

Associate Headteacher-Inclusion Leader

SEND/CO

Learning Mentor

Support Staff with an SEN/D role SEN/D

Governor

The role of the SEN/DCO

Governing bodies must ensure:

- that there is a qualified teacher designated as SEN/DCO
- where a newly appointed SEN/DCO has not previously been the SEN/DCO at any other school for more than 12 months they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.

Key SENCO responsibilities include:

- overseeing the day to day operation of the school's SEN/D policy
- coordinating provision for children with SEN/D
- liaising with, advising and contributing to in service training
- liaising with the relevant designated teacher where a looked after pupil has SEN/D
- advising on a graduated approach to providing additional SEN/D support
- ensuring that the records of all children with SEN/D are kept up to date
- liaising with parents of children with SEN/D
- liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies
- being a key point of contact with external agencies
- liaising with potential next providers of education
- collaborating with curriculum leaders so that the learning for all children is given equal priority
- ensuring with the head teacher and school governors that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The SEN/DCO is responsible for making sure that the school can track and record support plans and decisions for all children with SEN/D and that parents are fully involved in this process. The SEN/DCO is a member of the leadership team.

Governing bodies must publish information on their websites about:

- the implementation of the SEN/D policy (see SEN/D Policy)
- the arrangements for the admission of disabled pupils (see Admissions Policy)
- the steps being taken to prevent disabled pupils being treated less favourably than Others (see Admissions and SEN/D policy)
- the facilities provided to assist access for disabled pupils (see Accessibility Plan)

Partnerships with external agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN/D.

When it is considered necessary, colleagues from the following support services will be involved:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- CAMHs
- Occupational Therapists
- The Primary Learning Support Service
- Hearing impairment services □ Visual impairment services
- Camden Language and Communication Services.

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- EYFS Intervention Team

Allocation of resources

The school budget has an allocation for SEN/D. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identification, assessment and provision

At St Eugene's we have adopted a whole-school approach to SEN/D policy and practice. Pupils identified as having SEN/D are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. We work closely with outside agencies to support pupils with SEN/D in order to ensure their inclusion.

The SEN/D Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN/D and, in collaboration with the Inclusion Leader and SEN/DCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN/D can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN/D provision.

Early identification of SEN/D

Early identification of pupils with SEN/D is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage Records
- Their performance against age related expectation (Pupil Progress Meetings) □ Standardised screening or assessment tools.
- Reports or observations from outside agencies
- Records from previous schools
- Information from parents
- National test results

On entry to the school each child's attainment will be assessed. On entry assessment is carried out during the first six weeks of entry to the school. Such assessments help to inform the school of a child's aptitudes, abilities, and attainments, and are used to improve continuity in learning. The records provided help the school to design appropriately differentiated learning programmes. Termly meetings will be held to discuss the attainment and progress of all pupils in each class with the class teacher, SEN/DCO and leadership team. These are known as Pupil Progress Meetings. Some children may just need short term support to 'catch up' with their peers. They may not have a specific SEN/D. Other children may need a more tailored approach to address a specific SEN/D that is impacting on their ability to learn.

Where support additional to that of usual class provision is required the pupil will be placed on the **SEN/D Support Register** and a **SEN/D Support Plan** will be written.

If, after further consideration, a more sustained level of support is needed, the school will consider requesting an **Education, Health and Care Needs Assessment** from the Local Authority.

Parents will be fully consulted at each stage.

SEN/D Support

1. Initial identification, involving professionals, parents and pupils
2. A plan should be made to focus on what outcomes are expected and the support that the school and any agency and parents will provide. This is called the **SEN/D Support Plan**
3. A review of progress should be held at least once a term including parents, professionals and pupils where appropriate
4. Consideration will be given as to whether an assessment for an EHC plan should be requested from the LA.

Education, Health and Care Assessments

Where SEN/D is identified as more acute, the school or a parent may request that the local authority carry out an **Education, Health and Care Assessment**.

Step one

A child's parent, young person, or a person acting on behalf of a school may request that a local authority carries out an education, health and care needs assessment (EHC assessment).

Step two

The LA must decide whether an assessment is necessary. They must do this through consultation and examination of the evidence.

Step three

The LA must inform the child's parent or young person about their decision and reasons within a maximum of six weeks.

Step four

The EHC assessment should be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an ongoing process.

Agencies must share information according to agreed principles.

To complete the assessment they should seek the advice of relevant professionals, including:

- the headteacher
- psychological advice
- advice from social care professionals
- any other advice.

Step five

The LA should decide from the EHC assessment whether an EHC plan is necessary. The LA must notify the parents or young person of their right to appeal to the SEN/D Tribunal if it is decided that an EHC plan is not necessary.

Step six

The LA prepares an EHC plan. This should include the following:

- A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, achievable and time bound.
- Specific interventions that will make a difference towards securing the agreed outcomes.
- Support for key transition points.
- How informal support such as family and community can be used to achieve agreed outcomes.

Step seven

The LA sends a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.

Step eight

The LA must inform the headteacher and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.

Step nine

LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.

Education, Health and Care Plans

The content of the EHC plan should include:

- the views, interests and aspirations of the child and their parents or young person
- the child's SEN/D
- the outcome sought
- the special educational provision required, where provision is to be delivered through a direct payment, the needs and outcomes to be met by the payment
- any health and social care provision
- any additional provision
- the name of the school: the LA must consult with the governing body or proprietor.

Personal budgets

A personal budget is an amount of money identified by the LA to deliver some of the provision in the EHC plan. Details of the personal budget should be set out clearly within an EHC plan.

There are three options for parents:

1. Notional arrangements: the LA retains the funds but the parent/ young person directs its use.
 2. Third party arrangements: funds are paid to an individual or another organisation on behalf of the parent/ young person (ie the school)
 3. Direct payments: individuals receive the cash to purchase services themselves
- Pupils with English as an additional language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEN/D of children who speak English as an additional language, first language assessment will also be used where deemed appropriate to inform provision.

Interventions

The SEND/CO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring Their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or Staff training

Monitoring the progress of pupils with SEN/D

Progress is the crucial factor in determining the need for additional support.

Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the Inclusion Leader and SEN/DCO will be consulted at the termly Inclusion meeting or Pupil Progress Meeting. The Inclusion Leader, SEN/DCO and teacher will review the approaches adopted.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SEN/DCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's SEN/D file will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from any other agency involved with the child/ family.

Evaluating the success of our SEN/D Policy

The Inclusion Team will report to governors on the success of this policy.

Pupil progress will provide evidence for the success of the SEN/D policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets set
- Use of standardised tests
- Use of pupil self-evaluations of learning
- Evidence generated from Support Plan review meetings and Pupil Progress Meetings.

The role of the governing body

The Governing Body's responsibilities to pupils with SEN/D include:

- Monitoring the attainment and progress of pupils with SEN/D
- Ensuring that provision of a high standard is made for SEN/D pupils
- Ensuring that SEN/D pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
 - Being fully involved in developing and subsequently reviewing SEN/D policy
- Reporting to parents on the school's SEN/D Policy including the allocation of resources from the school's devolved/delegated budget

This Policy should be read in conjunction with The Behaviour Policy, The SEN Information Report and The Local Authority SEN/D Offer.