



## St George's RC Primary School SEN and Disability Policy 2020

*St George's RC Primary Schools Special Educational Needs and Disability Policy has been reviewed and updated to correspond with the new Code of Practice 0-25 years (2015).*

### **Mission Statement:**

**Our mission is to promote care and respect for self, others and all of God's creation through the belief that we are made in God's image and likeness and so called into the fullness of life.**

**We will achieve this by: providing a quality education and curriculum which reflects the distinctive beliefs, values and stories of our community, helping pupils to be creative and make full use of their gifts and nurturing the values of virtue, truth, goodness and holiness.**

### **Rationale:**

At St George's RC Primary School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to pupils in ways which take into account their varied life experiences and particular needs. We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### **Objectives:**

- To ensure, through our very best endeavors, equality of provision for children with special educational needs (SEN) and disability.
- To adhere to legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014 and the SEN Code of Practice 0-25 years 2015. The regulations associated with the Children and Families Act 2014 are: The Special Educational Needs and Disability Regulations 2014; The Special Educational Needs (Personal Budgets) Regulations 2014; The Special Educational Needs and Disability (Detained Persons) Regulations 2015; The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014. The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To use 'Quality First Teaching' as our first tool in meeting the needs of SEN children.
- To have high aspirations that enable children with SEN to achieve their potential.
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed.
- To make teachers aware of their responsibility for the SEN children in their care.
- To work in partnership with parents/carers to enable them to be fully engaged in decision making in a system of co-production.

- To take the views and feelings of the child into account.
- To provide advice and support for all staff working with pupils with SEN or disability through our SENCO and other partners.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

### **Definition of SEN from The Code of Practice (2015):**

A child or young person has SEN if they have a learning difficulty or disability that 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:

- have a significantly greater difficulty in learning than the majority of others the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools; or
- A child under compulsory school age has a special educational need if they fall within the definition of either above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

### **Areas of Need**

The broad areas of need fall into the four categories:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- and Sensory and/or Physical Needs.

(DfE: COP 2015 section 6)

### **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENCO) is responsible for:

- managing the day-to-day operation of the policy
- co-ordinating the provision for pupils with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- completing referrals to outside agencies
- completing relevant documentation required for additional funding for pupils
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

- maintaining resources and specific interventions to ensure appropriate provision is made
- working with the SMT and SEN Governor to track progress using school-based and statutory assessment data
- complete referrals to outside agencies when required
- complete relevant documentation required for additional funding for pupils at Early Years Action Plus/School Action Plus and Supplementary Funding level of provision
- act as a link with outside agencies

### **The SEN Team**

School SENCO: Mrs Catriona Powell is responsible for the day-to-day operation of the school's SEN policy. Mrs Powell co-ordinates additional support for pupils with SEN and liaises with parents/carers, teachers and other professionals who are involved with them.

Deputy SENCO: Miss Christine Lawson supports Mrs Powell with additional support for pupils with SEN and also liaises with parents/carers, teachers and other professionals who are involved with them.

Parent Support Advisor/Emotional Literacy Support Assistant: Mrs Christine Cafferkey is available to provide advice and support to families around school and home issues. As an ELSA, and using the Thrive approach, she helps children across the school learn to understand their emotions and respect the feelings of those around them to enable them to fully access the curriculum. This may be in class, 1-1 or small group support.

Governor responsible for SEN and Disability: Mrs Joanne Watson

Teaching Assistants work with individuals and groups of children, both in class and through withdrawal for targeted interventions and programmes. We currently use the following interventions: Emotional Literacy Support Assistant, Thrive, Lego Club, extra Phonics, Language Intervention (Personalised Dyslexia/Dyscalculia), Speech and Language (in and outside agencies/programmes), Talk Boost, Word Aware Programme, Rapid Write and Success with Sentences, Rapid Maths, Toe by toe, Success @ Arithmetic, 'Maths Blast', Behavioural support.

English as an Additional Language: Although EAL is not SEN it may have an impact on progress and attainment. School employs a peripatetic teacher to support children with EAL needs on a weekly basis.

### **Other Responsibilities**

The designated person for child protection is Mrs Alison Miller (Headteacher). The designated members of staff responsible for managing pupil premium are Mrs Rose Wilcox (School Business Manager) and Mrs Alison Miller. The designated member of staff responsible for Looked After Children (LAC) children is Mrs Alison Miller.

### **Access to Facilities and Provision:**

Designated person; Mrs Rose Wilcox (School Business Manager)

- Accessibility Plan is in Place
- Medical plans and Medicine in School Policy are in place.

### **Allocation of Resources:**

The head teacher, SBM and SENCO are responsible for the operational management of the budget for special educational needs provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

### **Access to the Curriculum**

At St George's the broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment and Review Arrangements**

St George's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (DfE 2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term. Termly multi agency meetings and half termly pupil progress meetings are held to discuss children who are of concern and who may require SEN provision. The meetings are chaired by the SENCO or Deputy SENCO. Targets and progress are reviewed termly with parents/carers at SEN review meetings.

Informal discussion with parents is valued.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### **SEN support – four part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Half termly pupil progress meetings support

the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

### **Assess**

The class teacher, working with the SENCO and TA, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be formally notified in a meeting with the SENCO and Class teacher if their child is to receive SEN support. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. The provision will be recorded on the school provision map and the child's IEP.

### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services – Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the SEN information document.**

### **SEN information document**

This report can be found on the school website and within the school brochure. It outlines the provision St George's School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to or from Early Years Provision, other primary or middle schools and onto secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process.

### **Partnership with Parents/Carers**

St George's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The Parental Support Adviser, Christine Cafferkey is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used, when appropriate, to coordinate support for children and their families who have a range of needs.

### **Pupil Participation**

The views of all pupils in St George's are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and as part of their IEP children are expected to express their views on progress, difficulties and new targets. All pupils in St George's review their progress with their Class teacher in a termly Assertive Mentoring meeting. Pupils in Key Stage 2 are invited to attend their termly review meeting.

### **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEN:

Regular observation of teaching by the senior management team.

Analysis of assessment data, with two levels of progress expected between key stage 1 and 2 for all pupils.

Assessment records that illustrate progress over time.

Pre and post assessments for those children who are withdrawn for targeted interventions.

Success rates in respect of individual targets.

Monitoring by the governors with responsibility for SEN.

The views of parents/carers and children.

Regular Progress Meetings involving SMT and SENCO.

### **Staff Development:**

The SENCO attends termly SEN Network meetings and when appropriate TAs attend SENTA networks.

The SENCO ensures colleagues are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and met within the school or where appropriate outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

### **Medical Conditions**

St George's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

### **Admission Arrangements**

The school's Admission Policy has been written in line with Local Authority and Diocesan recommendations 2014-2015.

The school welcomes children with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker or class teacher attempts to resolve matters, then if required the SENCO and/or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This policy was developed in consultation with SMT, SEN Governors, School Staff and Parents. It has been developed in line with current policies.

Last reviewed: April 2020

Review date: April 2021

If you have any questions concerning this policy please contact the SENCO:  
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