

SEN Policy

Christ the King RC Primary School



Introduction

Our School Mission Statement is the central focus for all we do in school.

At Christ the King we recognise each child as a unique individual with particular talents and needs. We endeavour to educate each child to his/her full potential by matching the curriculum to the needs of the child in a positive and supportive manner.

The Governors of Christ the King have made a commitment to children who have Special Educational Needs. The named Governors for SEN are Miss J McAllister and Mrs Catherine Greaves.

This Special Educational Needs policy will be applied consistently throughout the school by all members of the school community of Christ the King.

Home and School Working Partnership

In the context of this policy we recognise that:

- parents are the first educators of their child;
- we acknowledge their importance in meeting the needs of their child;
- when a need is identified, full consultation and involvement of the parent will take place and parents will be kept informed of all developments that take place in school regarding their child;
- parents will have the opportunity for a shared involvement in target setting for their child when a learning programme is being developed. They will also take part in periodic reviews of progress;
- the school will offer support to parents as to how they can contribute to their child's development at home.

Special Educational Needs: a Definition

A child with Special Educational Needs is deemed as having a significantly greater difficulty in learning than the majority of children their age.

This difficulty may arise in any aspect of the curriculum and may be caused by cognitive, emotional, social and environmental factors.

The type of difficulty that may be seen in a mainstream school may include:

- learning difficulties;
- physical or sensory difficulties;
- emotional and behavioural difficulties;
- the definition may also apply to a child who is of an average or above average ability but displays some of the above;
- the more able child.

All pupils share the same statutory entitlements to a broad, balanced and inclusive curriculum. The following aims and objectives have been established for children with Special Educational Needs.

Aims

We endeavour to meet the needs of our children with Special Educational Needs in accordance with:

- the requirements of the 1996 Education Act and 'Support and Aspiration' (2011 Consultation);
- the general educational vision of the school 'Inspire' and 'Create'.

Objectives

Our objectives are to:

- manage the curriculum in order to ensure its relevance and accessibility to all pupils;
- review classroom organisation and management regularly in order to ensure effective teaching;
- provide appropriate teaching for specific skills and the knowledge which children require;
- provide classroom support where appropriate and to closely monitor and record the child's progress through individual learning programmes;
- liaise closely with external agencies, eg. Educational Psychology, learning support service, Health Service, EWO etc.

Access for Disabled Pupils/Adults

Both infant and junior departments are fully accessible on one level.

Please also refer to the Inclusion Action Plan.

The More Able Child

We recognise that all children have their own particular needs. Whilst most children on the SEN register have a medical or learning problem we are increasingly aware of the more able child. It is our experience that this child can exhibit:

- disruptive behaviour;
- signs of boredom;
- isolation.

A separate school policy recognises the needs of the more able child.

Role of the Special Educational Needs Coordinator

The role of the SENCO is to provide support for the children in our school who have learning difficulties. The SENCO supports children and teaching staff through:

- coordinating provisions at School Action and School Action Plus;
- coordinating a team of support workers at both key stages;
- coordinating support plans and provision maps;
- helping to modify the curriculum;
- providing additional resources/helping to adapt materials;
- assisting in the development of teaching strategies for particular children;
- holding a weekly SEN 'surgery' for staff;
- providing an area on the 'sharezone' for SEN resources and updates.

Arrangements for Identification and Assessment

The identification and assessment of children with Special Educational Needs will be carried out by the classroom teacher initially as part of normal classroom monitoring.

Parents will be involved at the earliest possible stage.

Further testing will be administered by the class teacher or SENCO as appropriate.

Other records kept will be any standardised test results, information from previous schools and observations.

All information is imparted to each new class teacher as the child moves through school.

Please also refer to document entitled '**SEN Register Criteria**' (Appendix One).

Stages of Support

When a class teacher or parent expresses a concern the following steps will be taken:

Recorded Level

The class teacher:

- notes the concern;
- informs the SENCO;
- informs the parents;
- modifies the curriculum and keeps records of interventions, progress and examples of child's work;
- reviews progress and appropriateness of provision within one term;
- informs the SENCO and parent of the outcome of the review.

(Cross reference with June 2013 update of Teaching Standards Part One Section 5.)

The possible outcomes are:

- continue on the programme;
- move off programme altogether;
- move to School Support.

Meanwhile the SENCO puts the child's name on to the SEN register and considers the involvement of external agencies.

Although recorded level is the responsibility of the class teacher the SENCO may intervene at this stage and offer additional support at the earliest possible opportunity thus preventing unnecessary failure for the child. This will be completed in consultation with parents.

School Support

The class teacher and SENCO collate the information from relevant sources which may include GP, Social Services, Voluntary Agencies, Safeguarding etc.

The SENCO compiles an Individual Educational Plan in liaison with the class teacher. The IEP will set attainable targets that allow the child to achieve maximum success.

A review date will be set.

A review pro-forma is available on the 'sharezone'.

Parents will be involved in target setting and invited to contribute to a review of the child's progress. Both school and parents should consider the intended teaching strategies.

The review will consider progress and follow up actions in the following terms:

- significant progress has been achieved - revert to recorded level;
- satisfactory progress has been achieved - set new targets, lengthen times between reviews;
- no significant progress has been achieved - move to seeking advice from other professionals.

Further information and action will be sought and collected by the class teacher and SENCO, including standardised and diagnostic tests.

School Support and External Agencies

Formal identification of progression and direct support worker involvement will be made by the SENCO.

The child will be assessed by the appropriate external agency, e.g Educational Psychology. An IEP will be completed by the class teacher and SENCO based upon the advice given by the external assessor.

Close monitoring of the child's progress will be made by the class teacher, SENCO and the external agency. Parents will be kept informed of all developments that take place regarding their child.

Education Health Care Plan

If a child fails to respond to or make any progress via the input at School Support over a period of time determined by the IEP he or she will be referred to the LA by making a formal request for the child to be assessed by the Local Authority.

The LA will respond within a maximum period of six weeks from the request.

Class teachers must keep a register of all the children in their class with SEN (this can be on a provision map). They should also record the steps taken to meet the needs of these children. If a child is referred for an Education Health Care Plan, they should have available a record of their work with the child.

SEN and ICT

For pupils with Special Educational Needs, ICT provides significant opportunities for helping them to be responsible learners and develop the essential skills for their present and future lives. It:

- motivates and encourages them in their learning;
- enables them to achieve successful learning outcomes;
- stimulates information handling and communication skills;
- provides facilities for avoiding 'one chance' learning;
- a yearly audit of ICT software and hardware is carried out. This audit takes into consideration the provision for SEN children.

Special Educational Needs across the Curriculum

All staff at Christ the King are responsible for those children within our community who have Special Educational Needs.

All staff are involved in developing strategies to deliver the National Curriculum to these children. As each curriculum area is reviewed consideration will be given to resources needed to enable staff to differentiate the curriculum for children with Special Educational Needs.

The SENCO will work with and support class teachers to match appropriate resources to children's learning programmes.

Class teachers and support staff will have the appropriate inset training to increase their confidence and to enable them to modify their teaching style and the curriculum in order to cater for the varying needs of their pupils.

This differentiation will help the school to cater for the needs of our low attaining and our more able pupils and ensure that all pupils can cover the same topics/schemes of work. It allows the school to cater for mixed ability groupings of pupils for individual differences.

Appendix One: SEN Register

Criteria

Recorded:

- child working significantly below peers (--av);
- child not making progress;
- clear differentiation in place to meet needs;
- monitored for at least half a term;
- evaluations on daily plans show objectives consistently not being met;
- highlighted on year group provision map;
- interventions in place;

School Support:

- all of above;
- requires IEP – compiled by CT/SENCO;
- extra resourcing from school – TA or schemes;
- monitored for at least half a term;
- a child progressing through targets on an IEP may still be kept at School Action to boost progress.

Then:

- IEP enhanced by provision from outside agencies;
- referrals to agencies via CAF;
referrals only accepted with evidence of school based resourcing and evaluations;
- monitored termly;
- staff training may be needed to fulfil targets on IEP;
- a child will remain at School Support until specialist programmes have been completed;
- progress made – maintain at School Action and monitor;
- enhanced provision and specialist resourcing may highlight the need for Education Health Care Plan.

Education Health Care Plan:

- SENCO/EP/Teacher/Child/Parents/Views from other professionals.