



# Holy Rosary Catholic Primary School

## Mission Statement:

We at the Holy Rosary Catholic Primary School work together to provide our children with a happy and secure environment in which they develop spiritually, academically and socially based on the values and teachings of the Gospel.

## Dyslexia Friendly Initiative:

Holy Rosary School is a Dyslexia Friendly school. We adopt a multi-sensory approach to teaching and learning. This gives all children the opportunity to learn in the way best suited to their individual learning style.

## Special Educational Needs and Disability Policy

**Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).**

*The implementation of the policy is the responsibility of all teaching staff.*

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) April 2014 (Draft)

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Aims and Objectives of this Policy**

The staff at Holy Rosary Primary School recognises that all children are entitled to a broad and balanced curriculum, delivered within the National Curriculum, regardless of any special educational need.

The aims of our inclusion policy and practice in this school are:

- To ensure early identification of all pupils requiring SEN provision
- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

1. To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000) Throughout the school we monitor and track the progress of all children through planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.
2. All children are assessed using a range of formative and summative strategies through classroom monitor. Interventions are tracked through the use of intervention plans and children with SEN are monitored through termly SEN support plans.
3. Any child who is considered vulnerable may be assessed further using diagnostic techniques provided by outside agencies (e.g. Early Intervention Service). Such assessments may lead to the provision of an Educational Health Care Plan (EHC) or, historically, a Statement of Educational Need.
4. Children identified as having a disability or special educational need are list on the SEND register, have a personal educational plan, and included in the provision map for intervention. The school evaluates the effectiveness of its provision for such pupils by monitoring progress through recording of entry and exit points for interventions and through termly, annual and end of key stage assessments.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Special educational provision is educational or training provision that is **additional to** or **different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

**SEN Code of Practice (2014)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”*

**SEN Code of Practice 2014**

### **Definition of Special Educational Needs**

Such children have greater difficulty in learning than the majority of their peers or have a disability which prevents or hinders their access to the facilities available to their peers but is not caused because the language of communication of the home is different from the language used at school.

#### **Primary Areas of Need are categorised as:**

- Communication and interaction
- Cognition and learning
- Social, mental or emotional health
- Sensory and/or physical impairment

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, governors, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Key Stage 1 assessment data, reading ages, other whole-school pupil progress data
- class based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time,
- liaison with other feeder settings on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of AEN funding. This provision map is updated termly through meetings between the teachers and SENCO.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

### **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Head, governors and senior leaders
- ongoing assessment of progress made by intervention groups by HLTAs, teachers and SENCo
- work sampling
- scrutiny of planning
- teacher interviews with the Head/SLT
- informal feedback from all staff
- pupil interviews when setting new SEN support plan targets or reviewing existing targets

- pupil progress tracking using assessment data (whole-school processes)
- monitoring Sen Support plan and targets, evaluating the impact of SEN support plans on pupils' progress.
- attendance records and liaison with home/agencies
- regular pupil progress meetings
- SENCo report to Head and governors

## **Stage 2 Additional SEN Support – Single stage**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map and classroom monitor.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional AEN funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of AEN Funding and/or an Education Health and Care Plan, the child will continue to receive an SEN support plan to monitor impact and progress against the targets.
- Our approach to SEN support plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our SEN support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
  - Our SEN support plans will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
  - Our SEN support plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - Our SEN support plans will be based on informed assessment and will include the input of outside agencies,
  - Our SEN support plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our SEN support plans will be time-limited – with a termly review - there will be an agreed next step.
  - Our SEN support plans will have a maximum of four short / medium term SMART targets set for or with the pupil.
  - Our SEN support plans will specify how often the target(s) will be covered.
  - Our SEN support plans will state what the learner is going to learn, they will be clear about what the pupil should be able to do at the end of the given period.
  - Targets for an SEN support plans will be arrived at through :
    - Discussion between teacher and SENCO
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional if applicable
  - Our MEPs will be reviewed at least termly by class teachers in consultation with the SENCO

## **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - AEN Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
- All statements of need will be converted to EHCPs in due course as the local authority states.

### **3. The name and contact details of the SEN team.**

***Headteacher Mr Jinks***

***SENCo Miss E Hook***

***Inclusion Manager N Jinks***

***SEN Governor – John Taylor***

### **Management of Inclusion within our school**

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role). The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers and support staff
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need
- carrying out referral procedures to the Local Authority to request AEN funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that SEN support plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Multi Element Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- All teachers are responsible for ensuring the targets on each termly SEN support plan are assessed and reviewed, providing outcomes by the penultimate Friday of each term, and setting new targets for the coming term. These are to be saved in the SEN pupil information folder on BOX.

- liaising sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, John Taylor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school). This may take the form of a termly report.
- liaising closely with a range of outside agencies to support vulnerable learners,

### **Class teacher**

- liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an SEN support plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

<p><b>4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</b></p>
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- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best to support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school as required. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

## **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for AEN Funding. Ordinarily, this would be applicable only to a few children such as those who have statements (or equivalent of e.g. EHCP).
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school as needed, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **6. The role played by the parents of pupils with special educational needs.**

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

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets used in school. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress to be aware of success and be involved in the setting of new targets

### **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs/EHCP. Pupils with Education Health and Care Plans will

have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

**7. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

**Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with GST*)

**Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**This policy will be reviewed annually by the governing body and was last reviewed**

**January 2015.... (Date)**