

**HOLY FAMILY CATHOLIC PRIMARY SCHOOL
(POLICY FOR SEN 2016-17)**

Mission Statement

We are the Holy Family: we are united in His love. We aim to nurture a personal relationship with Jesus and follow in his footsteps. We strive to impart a broad and creative curriculum where all individuals work side by side, respecting themselves and each other in order to build a firm foundation for all aspects of our lives.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following documents.

Equality Act (2010): advice for schools DfE (Feb2013)
SEND Code of Practice 0-25 (2014)
Schools SEND Information Report Regulations (2014)
Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
The National Curriculum in England KS1 & 2 Framework Document (September 2013)
Safeguarding Policy
Accessibility Plan
Teachers Standards (2012)

SENCO Contact Details:

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Gained Dip.Sp.L.D. AMBDA in 1996 and MA.Ed (SEN) validated by Anglia Ruskin University 2008.

Aim:

“We believe every teacher is a teacher of children with special educational needs.”

The aims of our policy are:

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether or not they have a Special Educational Need (SEN) as is implicit in The Education Act (1993).

To provide a stable and caring environment in which pupils can:

- learn and develop to their full potential

- have full access to the National Curriculum that is broad, balanced and differentiated
- build self – confidence experience success
- feel valued and supported
- raise self-esteem
- work co-operatively with others
- be involved in their own individual learning programmes
- develop independence

Objectives

To identify and provide for pupils who have special educational needs and additional needs.

To work within the guidance provided in the SEND Code of Practice (2014).

To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.

To provide a Special Educational Needs Co-ordinator (SENCO), who will work with the relevant policies.

To provide support and advice for all staff working with pupils with special educational needs.

Identifying Special Educational Needs

There are 4 broad areas of need. These areas of need give an overview of the range of needs that should be planned for:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Holy Family Catholic Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following areas are **not SEN**, but may impact on progress and attainment: Disability (The Code of Practice outlines the “reasonable adjustment” duty for all setting and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Attendance and punctuality

Health and welfare

English as an additional language (EAL)

Being in receipt of Pupil Premium Grant

Being a child of a Serviceman/woman

Joining the school during a pupil’s school career

A Graduated Approach

Class teachers supported by the Senior Leadership Team make regular assessments of progress for all pupils. The data is discussed with teachers at half termly pupil progress meetings. These meetings identify pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap.

These children will be initially identified as 'In Class Support Children' and will receive

High Quality Teaching (HQT), including targeted teaching strategies taken from the 'Essex Guidance' document.

If after good quality personalised teaching, progress continues to be less than expected, the class teacher, working with the SENCO, should assess whether the child has SEN. The parents and the child will be involved in the process of gathering information to inform this decision.

Teachers are responsible and accountable for the progress of and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Holy Family Catholic Primary School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the performance management cycle and have access to continuous professional development.

We use a range of measures to help assess children including – national data and expectations of progress, standardised tests, observations, and the views of other professionals such as specialist teachers, speech and language therapists and educational psychologists.

Managing pupils needs on the SEN register

Children on the SEN register with a 'One Plan' will have 2 termly person centered planning meetings with the class teacher, and the SENCO will also be in attendance. The children and parents will give their views prior to the meeting and any others involved will also be contacted for their input. A draft plan will be produced and distributed a week before the meeting. The parents will be invited to at least 2 meetings during the course of the year. Each class teacher is responsible for writing the person centered 'Assess, Plan, Do Review' of the initial stage of the One Plan and informing the SENCO in order to update the SEN register. These are reviewed twice a year. These plans are monitored by the SENCo.

Supporting Pupils and Families

The Local Authority Local Offer can be found at <http://www.essexlocaloffer.org.uk/>

Holy Family Catholic Primary School's SEN information report can be found on the school website, along with a summary booklet for parents and carers.

The school holds transition meetings each year when a child moves from class to class and extra transition support is put in place for children who need it. It is not the case that support staff will follow the same pupil through all year groups.

When a child moves from Year 6 to 7, the class teachers and SENCO provide the new school with all the relevant information and will arrange hand over meetings for children with complex needs. Where possible, SENCOs from secondary schools attend the year 5 annual review meetings.

Holy Family Catholic Primary School has a policy for managing the medical conditions of pupils, and this is to be found on our website.

Supporting Children at School with Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school website for the policy for supporting children with Medical Needs.

Monitoring and Evaluation of SEND

The SENCO, class teacher and Senior Leadership Team (SLT) monitor the progress of the children in intervention groups. The intervention groups are regularly monitored by SENCO, class teachers and SLT to ensure their delivery is faithful to the programme.

The views of children and their parents are gathered upon completion of interventions. The information gathered will be used to improve the intervention arrangements for the next groups of children.

Training and Resources

SEN is funded by the SEN notional budget. Training needs are identified through analysis of data, during pupil progress meetings, or through performance management discussions. All LSAs take part in regular in-house training, which is

peer-led, or led by SENCO, subject leaders or other professionals. Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends both our local Benfleet and Thundersley Inter schools cluster (BATIC) and local authority SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governor with responsibility for SEND, Mr Damian Dillon, attends governors meetings and also meets with the SENCO termly to discuss SEND developments throughout the school. The SENCO attends governing body meetings every term. The learning support assistants are line managed by the deputy head teacher and the SENCO.

The name of the designated teacher with specific safeguarding responsibility is Peter O'Kane (Headteacher).

The head teacher is responsible for managing Pupil Premium/Plus Grant funding.

The SENCO is responsible for ensuring the school meets its responsibility for meeting the medical needs of pupils.

Accessibility

The school has an 'open door' policy and parents are welcome to talk to their child's teacher at the end of the school day. Alternatively parents can telephone or email the school.

Bullying

The positive behavior management policy can be found on the school website, The children learn about ways to keep themselves safe, including e-safety as part of their personal, social and emotional learning in school. The school also runs intervention groups to help pupils manage their behaviors and emotions. The school has a set rules, which are shared by the whole school community and they are integral to how children and adults behave at Holy Family Catholic Primary School.

Dealing with Complaints

The complaints procedure can be found on the school website.