



Sacred Heart School Policy for Special Educational Needs

Rationale

At our school we believe that all children are capable of "*Learning Together in God's Love*" whatever their abilities. We are committed to providing for all our pupils the best possible environment for learning and personal development. We have high expectations of all our pupils; we value each one's contribution to our community and are committed to supporting each child in reaching his/her potential.

We recognise that all teachers are teachers of children with special educational needs and that many pupils will have special needs at some point during their time at school.

The Governors and staff are committed to an inclusive environment where children with SEN take as full a part as possible in all aspects of school life.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities provided for children of the same age in other schools within in the LE.A.

Children must not be regarded as having learning difficulties solely because their language or form of their home language is different from that in which they are taught.

Special educational provision for a child over two means provision which is additional to, or different from the provision made generally for children of the same age in maintained schools. (Code of Practice, January 2015)

Admissions and Inclusion

The governing body has due regard for the SEN code of Practice and will not refuse admission to the school on the grounds of a special educational need, where the child's needs can be met within a mainstream setting.

The school has special arrangements for access for disabled persons including a lift, toilets and ramps.



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Aims

- To ensure all pupils have access to a broad & balanced curriculum
- To ensure all pupils achieve their best
- To ensure the education pupils receive leads to them becoming confident individuals living fulfilling lives
- To promote confidence in every pupil to ensure a successful transition into secondary & further education and adulthood
- To provide a differentiated curriculum appropriate to each pupil's needs, abilities and learning style
- To ensure all teachers are aware of their responsibility to meet the special educational needs of students
- To ensure the identification of all pupils SEN as early as possible.
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment and that their views are taken into account
- To promote effective partnership with outside agencies in meeting the needs of pupils with SEN.

The Head teacher, Staff and Governors will report annually to parents on the policy and effectiveness of the school's work for pupils with SEN

The school's website will have a SEND Report published annually, which shows what the school offers with regard to SEN

Identification, Assessment and Provision

- All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENDCo, (Special Educational Needs & Disabilities Co-ordinator) will ensure that those pupils requiring additional or different support are identified at an early stage.
- Evidence of pupil progress and need may be ascertained through:-
 - a continuous cycle of observation, assessment, planning and reviewing progress
 - performance in the National Curriculum judged against level descriptors,
 - standardised screening or assessment tools e.g. reading and spelling tests,
 - SpLD assessments and CoPS (cognitive profiling)
 - evidence of persistent emotional/behavioural difficulties which are not solved by behaviour management strategies.
 - evidence of sensory or physical difficulties which are not helped by the provision of specialist equipment.
 - criterion referenced assessments checklists
 - profiling tools e.g. for behaviour, SLCN
 - observation schedules and prompt sheets
 - questionnaires for parents/pupils
 - screening assessments e.g. for dyslexia



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- specialist assessments e.g. SaLT, EP etc.
- Some children will join the school with SEN which have already been identified.
- Records of assessment will provide a starting point for an appropriate curriculum and next steps for learning, and will identify the need for support within a class

We will have due regard for the Code of Practice (2015) and will notify parents when SEN provision is being made for their child.

Where teachers decide that a pupil's progress is unsatisfactory, the SENDCo will be consulted and review the approaches adopted by the teacher.

Where additional and different intervention from that of normal class differentiation is required it will be provided through an SEN Support Plan.

The school will adopt the 'graduated approach', which is an ongoing cycle – Assess, Plan, Do & Review.

Assessment on individual children will be carried out taking into account the 'four areas of need' as stated in the SEN Code of Practice 2015

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

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of assistance they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Where concerns remain despite sustained intervention, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The range of SEN provision will be flexible in adapting to the needs of the pupils and may include:-

- Full-time education in class with additional help and support from the class teacher through a differentiated curriculum
- full time or part-time support from a Learning Support Assistant in class



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- additional reading support
- periods of withdrawal to work individually or in a small group with a support teacher
- support from other agencies within the class or as part of a withdrawal programme
- motor skills programme
- speech and language therapy programme with teacher or LSA
- social skills group
- behaviour management plan
- access to additional resources or programmes
- adult support during playtimes
- staff development and training
- access to LEA support services
- support from a Learning Mentor

Strategies for pupils' progress will be recorded on a Support Plan, which will be reviewed termly.

For some children a programme of action drawn up by another professional e.g. an occupational therapist may be used in conjunction with a Support Plan. The plan will concentrate on 3 or 4 targets (additional to normal classroom differentiation) which closely match the pupil's need, together with strategies for implementing them and most importantly stating the desired outcomes for each target.

Class teachers, along with the SENDCo will discuss the Support Plan with parents & pupils and their views will be sought. Regular meetings (at least 3 times per year) should take place to assess, plan, review and progress.

Statements of SEN/EHC Plans must be reviewed annually.

Professional Development

All teachers are teachers of special needs and work in partnership with teaching assistants and other adults within the curriculum framework. Appropriate training is given to everyone working with students who have SEND to develop high levels of expertise to ensure that:

- the curriculum is suitable and relevant with challenge for all
- high expectations lead to progress
- barriers to learning are identified and overcome

New staff to the school will be given induction to our policies and practice by the SENDCo.



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The role of the SENDCo

Our SENDCo is responsible for working with the Head-teacher and the Governors in determining the strategic implementation of the policy. Responsibilities include

- Overseeing the day to day operation of the policy
- Co-ordinating SEN provision
- Managing TAs
- Overseeing pupils' records
- Liaising with parents
- Contributing to staff development
- Liaising with external agencies, LEA support and outreach services, educational psychologists, Health and Social Services and voluntary bodies
- Liaising with our SEN Governor

Monitoring and Evaluation

The success of this policy will be judged by:-

- The early identification of children's learning difficulties and needs
- Children achieving their Support Plan outcomes
- Appropriate movement of pupils through staged intervention
- Value-added data for pupils with SEN
- Monitoring of classroom practise by SENDCo and subject co-ordinators
- Evidence of differentiated and effective planning and delivery of lessons
- Governors school profile

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