



**OLSJ**  
OUR LADY + ST JOSEPH  
CATHOLIC PRIMARY SCHOOL

## ***SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY***

### ***OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL***

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APPROVED BY: Governing Body

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# Our Lady and St Joseph Catholic Primary School

## Special Educational Needs and Disabilities Policy

### Introduction

Our Lady and St Joseph School refers to the Special Educational Needs Code of Practice 2015 which gives guidance to schools and governing bodies on their responsibilities to all pupils with special educational needs.

As defined in the Code of Practice 2015, pupils have special educational needs if:

**“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age “ SEN Code of Practice 2015**

The categories of SEN, as outlined in the Code of Practice 2015 are:

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

Special educational provision means additional to, or otherwise different from, the educational provision made generally for the pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Aims of Special Educational Needs Provision

- To ensure that all pupils with special educational needs are identified, assessed and recorded in line with the 2015 Code of Practice.
- To support early identification and intervention programmes, which will prevent later difficulties.
- Appropriate differentiated provision to ensure that all pupils have equal opportunities to access a full, broad and balanced curriculum from the Early Years Foundation Stage onwards, in order to achieve their full potential in all aspects of school life.
- To ensure that special educational needs is reflected fully in school policies, schemes of work and planning.
- To inform, involve and support parents and carers at all stages of intervention.
- To endeavour to involve pupils in the target setting process and reviewing their SEN Support Plans and provision according to their age, maturity and capability.

## **PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY IS A WHOLE SCHOOL RESPONSIBILITY.**

### **Roles and Responsibilities:**

#### **The Governing Body have a responsibility to:**

- Appoint a member of teaching staff to be the Special Needs Co-ordinator (SENCO)/ Inclusion Leader
- Delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Nominate a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;

In co-operation with the Headteacher and SENCO:

- Determine the school's general policy and approach to the provision for children with special educational needs and disabilities.
- Establish the appropriate staff and funding arrangements.
- Maintain a monitoring overview of the school's work.
- Review the SEN Policy and reporting to parents annually.

#### **The Headteacher will:**

- Ensure that the daily management of SEN provision is effective;
- Work closely with the Inclusion Leader/SENCO and the teaching and support staff;
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN;
- Ensure all school personnel and parents are aware of and comply with this policy;
- In conjunction with the Leadership Team, will be responsible for monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken;
- Annually report to the Governing Body on the success and development of this policy.

#### **The SENCO /Inclusion Leader will:**

- Work closely with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- Coordinate the educational and support provision for all pupils identified with special educational needs with the Headteacher;
- Lead the development of this policy throughout the school;
- Meet regularly with the nominated governor;
- Ensure individual education plans are in place;
- Oversee the records of all children with SEN and Disabilities;
- Regularly liaise with parents of pupils identified with special educational needs;
- Provide guidance and support to all staff;
- Liaise with external agencies (including the LA's support and Educational Psychology Service, Health and Social Services and Voluntary bodies) and feeder and transitional schools;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;
- Review and monitor;

**All teaching and non-teaching staff must be aware of the school's procedure for identifying, assessing, monitoring and making provision for the pupils with SEN and Disabilities.**

### **Parents will**

- Work closely with the school in order to develop a partnership that will support pupils with SEN and Disabilities.
- Have the opportunity to participate in the review of IEPs;
- Attend annual reviews for children with EHC plans.

We encourage pupils with special educational needs and disabilities to understand their rights and to informally take part in:

- Assessing their needs;
- Devising their support plans;
- Setting learning targets;
- Their Annual Review.

### **Admissions**

Our Lady and St Joseph School strives to be a fully inclusive school. Following our Admissions policy we will:

- Treat all applications equally and we will not discriminate against pupils with Special Educational Needs and Disabilities;
- Admit those children with special educational needs but who do not have an Education, Health and Care Plan;

### **Complaints Procedure**

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

### **Range of Provision**

The school aims to provide a variety of provision by way of:-

- Quality First class teaching
- In-class support either individually or in small groups with specialist teachers and/or learning support assistants
- Withdrawal support either individually or in small groups with specialist teachers or learning support assistants

### **Initial Concern**

If the school or parent/carer has concerns about the progress of a pupil and is concerned the child may have Special Educational Needs, the SENCO/Inclusion Leader will arrange to observe the pupil and an Initial Concern form will be started. The parents/carers will be invited into school to discuss the concerns and to gather more information. The SENCO/Inclusion Leader will suggest strategies to put into practice. Results of formal tests as well as teacher assessments will be

used in determining whether to write a SEN Support plan. The advice and/or support of Outside Agency specialists in undertaking additional assessments may be sought. Pupils and parents or carers will be fully involved - their agreement must be sought for any referrals. After 4 – 6 weeks of monitoring, trying suggested strategies and information gathering, if adequate progress has not been made, or additional/different provision needs to continue, an Individual Education Plan will be put in place and will be discussed with the child's parents or carers.

## **SEN Support Plans**

Individual Education Plans are written by class teachers, with support from the SENCO/ Inclusion Leader. They should contain no more than 3 or 4 'Agreed Outcomes'. In accordance with the SEN Code of Practice 2015, parents/carers will meet with the class teacher three times a year to review and the outcomes will be recorded on the form. Pupils will participate and their views will be recorded on the review form and they will be asked to sign this, along with any new IEP. These review meetings are in addition to the regular parent/teacher consultation meetings. Copies of all IEPs and review forms are provided by class teacher.

However, if a pupil has failed to progress through Early Interventions and support then a formal request for an Education, Health and Care Plan (a multi-agency assessment) will be made to the Local Authority.

**If an Education, Health and Care Plan (EHC Plan)** is agreed, the provision for the pupil's SEN and Disability will be summarised in the statement document. The school undertakes to carry out the specific requirements as outlined in the Plan of SEN beginning with a planning meeting with the parents, appropriate staff and representatives from outside agencies.

The objectives, provision and outcome are reviewed annually, where new targets are discussed and are used for the basis of termly IEPs.

### **The Annual Review will: -**

- Assess the progress of the pupil in relation to the Support Plan targets
- Review the provision made for the pupil
- Consider ending, continuing or amending the existing Plan
- Set new targets for the following year

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

## **Pupil Participation**

Pupils will be encouraged to participate in all decision-making processes including the setting of learning targets and contributing to IEPs, discussions about choices of schools and transition processes. Pupils will be involved in these processes in the most appropriate way according to their age and needs. These may include; forms to express their views through writing or pictures; pupil interviews; using PECs cards to indicate likes and dislikes.

### **Partnership with parents or carers**

All parents or carers of pupils with special educational needs will be valued as partners and supported to play an active and valued role in their pupil's education. Initial concerns about a child will always be discussed with parents and carers.

Parents and carers are invited to meet with their child's class teacher termly to review the current targets and discuss new ones, as appropriate. IEP's detail ways in which parents and carers may support their child's learning and development at home.

The school provides information about Parents Advice Centre, the Parents in Partnership Service to all parents or carers of pupils with special educational needs. PAC may be contacted for independent support and advice.

### **Links with other agencies and voluntary organisations**

External support Services are called upon and work with school and parents to identify, assess and support pupils with special educational needs. They frequently provide training for staff and parents. The school seeks advice from the following services:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Phoenix Outreach Service
- Stephen Hawking School Outreach Service
- School Social Worker
- Catholic Children's Society
- Play Therapist
- CAMHS
- ASDAS
- Tower Hamlets Specialist Advisory Teachers
- Child Development Team (CDT)
- School Health Advisor
- School Nurse
- Vision/Hearing Impairment Team

We also maintain links with other mainstream schools, pre-schools and nurseries.

The Inclusion Leader will liaise with the SENCOs/Inclusion Leaders of the secondary schools during the summer term to ensure that effective transfer arrangements are in place to support pupils at the time of transfer. Pupils are also given support through transition activities within school.

Where a child is to be admitted into Reception with an EHC plan from a local preschool or nursery, staff from the EYFS department will liaise with the child's current setting.

## **Medical Needs – Care Plans**

If a child has a medical condition which requires a Care Plan to be written, their parents or carers are invited to a meeting with the School Nurse. The Care Plan is written and copies are given to: the child's parent/carer; the child's class teacher; the Office Staff in necessary; the School Nurse; the child's GP.

Teachers must ensure they are familiar with the details in the Care Plan.

Children who may suffer extreme reactions, e.g. anaphylaxis, hypoglycemia or seizures have a photo card displayed on the classroom detailing their condition and where their medication is located. Care Plans are reviewed annually. Copies are stored in the Class SEN Folder and in the class medication cupboard.

Children who have been prescribed Epi pens for anaphylaxis are required to keep two pens in school: one pen in the classroom medical cupboard with the Care Plan and one pen in the School Office. It is the responsibility of the parent/carer to ensure medication is in date.

## **Partnerships**

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

We feel that the provision for SEN and Disabilities in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

## **Evaluation and Review**

The effectiveness of the SEN and Disabilities provision provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the SEN and Disabilities policy document is undertaken every year. The SEN and Disabilities policy is a working document and is kept under constant review.

## Appendix

Agency	Abbreviation	Role
Educational Psychology Service	EP	<p>An EP is someone who has been specially trained to understand how young people behave and learn. They meet with parents and pupils and carry out assessments and observations to assist the school in giving the correct support for those who need it. They will also provide parents with advice and make referrals to other professionals if required.</p> <p>A Bespoke EP, that the school employ as additional support will run parent groups and give advice on particular, pre- arranged topics</p>
Speech and Language Therapy Service	SALT	<p>Speech Therapist assess and work with children who have a range of speech and language difficulties. These include: unclear speech, difficulties in understanding language, stammering, social communication disorders, hearing impairments. Children will be seen at a clinic or in school. If therapy is recommended activities are generally carried out both at school and at home.</p>
Occupational Therapist	OT	<p>Occupational Therapist assess children with co-ordination difficulties. This includes: self care skills (dressing/undressing), Gross and Fine Motor skills, memory, social skills. Therapist can provide treatment and advise on how to improve your child's ability when involved in an activity at home and at school.</p>
Physiotherapy service	PT	<p>Physiotherapist work with children who need specific programme of physical movement often due to an operation or physical disability.</p>
Support for Learning service	SLS	<p>The SLS involves a range of services which support both parents and children with their learning.</p>
Language and Communication Team		<p>This team consists of qualified teachers who identify and work with children who have difficulties in using language, have limited vocabulary or find communication difficult.</p>
Behaviours Support Team	BST	<p>The Behaviour Support Team work with individual children, small groups,</p>



		<p>classes and whole school development. They are available to give advice to teachers and parents and also carry out preventative project work.</p>
<p>Parent Advice Centre</p>	<p>PAC</p>	<p>This is a team of advice workers who can give parents advice on special educational needs, support in completing forms and writing letters, help in resolving any difficulties that arise from the support a child receives, support at meetings and reviews, advice and support with a child's transition to another school or if a child is excluded from school.</p>
<p>Specific Learning Difficulties Team</p>	<p>SPLD</p>	<p>The purpose of the Specific Learning Difficulties Team is to help schools clarify the individual needs of a pupil. Assessments may be carried out in both literacy and numeracy and individual programmes of support devised and recommended to teachers and support staff.</p>
<p>Integrated Services for Children with Disabilities.</p>		<p>Services for children with disabilities are now provided via an Integrated Team across health, education and social services. With the aim of building an effective joint working process to meet the needs of disabled children.</p>
<p>Outreach Services.</p>		<p>Both Phoenix School and Stephen Hawking School provide support for children in mainstream schools who have disabilities/learning difficulties.</p>