

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY

April 2017

1. Statement

The school recognises that all children are unique and may have specific educational needs which become apparent during the course of their education.

The coalition government has embarked on a programme of reform to the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation is due to be enacted in early 2014 which will be accompanied by a new Code of Practice. However, the definition of special educational needs in the new draft Code or Practice is in line with that quoted above from the 2001 Code.

More details about the proposed reforms, including the draft Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One of the significant changes arising from the reforms will be the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and Care Plan Pathway. Further information about this new pathway is available on Nottinghamshire County Council's website: www.nottinghamshire.gov.uk/learning/schools/special-educational-needs/

Information can also be obtained from the Parent Partnership Service on: 0115 948 2888 or by speaking to an Education, Health and Care Plan Coordinator on: 0115 9774012 or 0115 9773323

Nottinghamshire is one of the pilot areas involved in developing and testing new arrangements for supporting children and young people with special educational needs aged 0 - 25 years. As a consequence, some of the changes that are proposed through the new legislation are being introduced in Nottinghamshire ahead of the statutory implementation date of September 2014. So for example, from September 2013 Nottinghamshire children for whom a statutory assessment is undertaken will receive a new Education, Health and Care Plan rather than a Statement of Special Educational Needs. The new plan will provide the same statutory protection and rights as the Statement.

This policy is intended as a transition document. It describes the existing SEN system and outlines the early stages of the new process. Ordinarily the school's SEN policy would be subject to review and amendment after 12 months. However in light of the reforms that are in progress, this policy will be reviewed during the summer term

2018, ahead of the full implementation of the Children and Families legislation in September 2014

2. Aim

We aim to cater for the early identification of Special Educational Needs by using the school framework and to provide a consistent coherent programme to help address them. By working within this framework we aim to meet the specific needs of each individual child within the constraints of the school budget, using whatever external support is provided.

3. Objectives

In order to achieve this aim, the following objectives have been set:-

- To provide a system which identifies children with specific educational needs.
- To establish a co-ordinated framework which ensures that all children with SEN are provided with appropriate support.
- To ensure that the progress of all the children with SEN is regularly reviewed and that future plans of work are based on the outcomes.
- To encourage a positive self image and a growth in confidence.
- To provide, through careful planning and delivery of the Individual Education Plans, a meaningful and appropriate educational experience for the children.

4. Responsibility for Special Needs

SENCO Jerry Lucas supported by Senior Leadership Team.

The educational provision for pupils with SEN is co-ordinated by the SENCO in consultation with the class teachers, Special Needs Support Assistants and any other external support that may be allocated by the LEA.

For Special Educational Needs purposes, Sacred Heart is a member of the Christ the King Catholic Primary Schools Family. This involves moderation meetings, and other meetings relating SEN.

5. School Admission Arrangements

All applications for admissions are considered by the Governing Body.

Each application will be assessed on its individual merits.

Governors will give careful consideration to whether the school is able to provide a meaningful, safe and appropriate education for the child and for all within the constraints of the resources available.

They will also consider whether such provision in any way impair the quality, range and effectiveness of the education of other children at the school.

6. Identification, Assessment and Review

Early year's staff will identify children with SEN at an early stage of their development, through use of the Nottinghamshire Entry and Baseline Assessment Profile, observation and record keeping. Children are also screened at Reception through use of the Nottinghamshire Baseline Assessment Profile, observation and record keeping. At later stages children will be identified through teacher observation and levels of performance and attainment. This procedure will apply to children who transfer from other schools also.

A range of diagnostic assessments is available for use by the SNCO to carry out in consultation with the class teacher.

The school's framework for a co-ordinated response to the issues of identification and assessment of SEN is based on the DfEE Code of Practice for SEN which recommends a staged approach.

Review of children's progress will be both accumulative and summative. The teacher, SENCO and TA will continually be monitoring the children's work and making judgements based upon the performance in order to help with future planning. There will be a formal termly review which will summarize progress made and identify future targets.

The formal consultation between SENCO, class teacher and TA takes place each term.

As suggested by the Code of Practice, parents are informed and involved from the earliest stage. Parental involvement in the reviewing, planning and supporting process will increase, if the child moves onto the further stages as described in the Code of Practice.

The stages can be described as follows:-

School Action

These children have been identified by their class teacher as having educational needs which are being provided for by the differentiation in planning within their class work.

Their teacher however, feels it appropriate to register that these children merit over and above the demand normally made of a teacher.

Parents of children are informed through informal channels and their support is welcomed.

School Action plus

These children have continued to experience learning difficulties for which the teacher is unable to provide without additional in-class support.

The class teacher plans and discusses the Individual Education Plan (IEP) with the SENCO and the TA, who then assists in the implementation process.

Parents are informed in writing of this extra help and are given an explanation of why this extra help is being provided. They will also be invited to be actively involved in supporting the IEP and are kept informed of their child's progress.

The children at this stage have continued to show very little or no progress in response to all the extra support at stage 2. Additional advice and help is required from external sources via the LA Inclusion Support Service.

Support may be allocated to school in the form of Outreach.

Parents are increasingly involved in their child's learning, with their attendance at formal review and planning meetings being expected.

Statement

Children who still do not show any real progress even after all the support provided in the previous stages, may then undergo a statutory assessment and if appropriate a multi disciplinary assessment.

This may then lead to the LA (via the Educational Psychology Service) arranging to monitor and review the provision for the child and making a formal statement of their specific needs.

7. Provision for children with SEN

All children with SEN are given access to the full range of the curriculum. The curriculum is both inclusive and differentiated. All pupils are offered the opportunities to develop their potential to the full within all areas of experience including spiritual and moral.

This is of course subject to the specific nature of their needs and this in turn will be affected by the actual provision of support that the school is able to offer within the constraints of its budget.

Support for children with SEN is in the form of both the withdrawal of focus groups and where appropriate the individual pupil's work. Pupils in these categories work in an area designated for these activities. Subject to adequate funding from the DfEE, Learning Support Assistants are deployed for an amount of time each week, to support pupils in class in Literacy and Numeracy work.

8. Provision for exceptionally able

We recognise that exceptionally able children also have special educational needs and therefore require special provisions.

The class teacher will provide programmes of study appropriate to the child's needs/ability and if necessary seek further support from subject specialists.

Parents are kept informed of any special arrangements.

9. Criteria for the evaluation of the policy

The SEN Policy will be reviewed annually. This process is co-ordinated by the SENCO, and involves the Management Team and other Teaching Staff.

The Teaching Staff have dialogues with the SENCO on a termly basis.

The TA will have opportunity through the termly review meetings with the SENCO to provide feedback on the efficiency and success of the current arrangements both in terms of practice and actual achievement/progress.

The Governors will review their statement (contained in the School Prospectus) regarding Special Needs on an annual basis. The Governors Monitoring have responsibility for monitoring the provision for Special Needs.

10. Complaints about SEN provision

If any parent feels dissatisfied with the provision/arrangements being made at school for their child, then they should in the first place discuss their concerns with the class teacher.

If they feel that the problem still remains unresolved, then they should refer the matter to the Headteacher/SENCO.

Beyond this stage, if the complaint cannot be resolved in this informal way, then the complainant should write to the clerk of the Governors at the school address, informing the Governors of their concern.

If a formal complaint is to be lodged, then copies of the relevant document explaining the arrangements in more detail are available at school.

11. SEN support and development

Subject to the constraints of the school budget and to the School's Improvement Plan, every effort is made to provide opportunities, where appropriate, for staff to participate in Inset. Wherever outside agencies or support services are felt to be needed, then the SENCO will approach them through the appropriate channels to discuss the ways in which it is felt that they can help school.

12. Transfer at 11+

Sacred Heart school is part of the CTK Family of schools. Prior to children transferring at 11+, there is communication, both written and verbal, between schools regarding any children with SEN.

Through this liaison it is hoped that the children's needs will continue to be met at their new school.

13. Change of school 3-11

If children move to another school or area during the course of their schooling, then all relevant information, records and other helpful material, is passed on to the child's new school without delay.