

SPECIAL EDUCATIONAL NEEDS POLICY

St Thomas More's Catholic Primary School

RATIONALE

At St. Thomas More's Catholic Primary School we provide equality of opportunity for all children to receive the education described in our Mission Statement "to educate and inspire every child to fulfil their unique giftedness within a loving Catholic community".

We acknowledge current legislation and recognise that a percentage of our children may have a special need related to their academic progress, emotional or behavioural difficulties, sensory impairments or physical disabilities.

All children with SEN have their needs met. They are offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum.

The views of children with SEN are sought and their views taken into account. Parents have a vital role to play in supporting their child's education.

The school operates within the structure of the Hampshire County Council SEN and Inclusion Policies and the SEND Code of Practice 2015.

In the light of our Mission Statement we aim to provide an education where children can achieve their best.

At STMS we have high expectation of EVERY child (without exception). We have a cohesive school community where all pupils can thrive within **a supportive environment that expects success for ALL.**

We **celebrate difference and value the contribution that each individual makes** to our school community.

With the right adjustments and support we know that every child can experience improvement and success. Each child with SEN has a Personal Profile.

Using a Graduated Approach, success is carefully tracked to ensure that we are making a difference.

We provide a holistic and multi-directional approach to removing barriers; recognising that labels do not define the person as a whole.

The school community, works cohesively, to ensure maximised outcomes. Rather than attempting to tackle the learning needs in isolation, we approach barriers to learning by looking at the WHOLE child. We account for home life and family, the classroom environment and approaches to teaching and learning, as well as any specific educational needs.

The SENCo is Mrs L. Flanagan.

AIMS

To ensure that:

- ♦ every child in school is encouraged, valued and accepted equally, regardless of ability or behavioural needs.
- ♦ all children with Special Educational Needs have access to the curriculum to which they are entitled. They will be supported through the Graduated Approach of SEN Support of EHCP so that they may reach their potential.
- ♦ every teacher is an effective teacher of children with Specific Educational Needs, providing High Quality Inclusive teaching.
- ♦ the valuable contributions made by children and their parents in their achievements are duly acknowledged.

OBJECTIVES

- ♦ To implement SEN needs in accordance with the SEND code of practice 2015
- ♦ To request an assessment with relevant outside agencies, when a child demonstrates significant cause for concern.
- ♦ To identify at the earliest opportunity, using agreed school criteria, those children with Special Educational Needs. (Learning, Communication, Emotional, Social Development Needs, Mental Health and Sensory and / or Physical Needs)
- ♦ To provide a Personal Plan for any child requiring support and to adhere to the recommendations of an EHCP, where relevant.
- ♦ To consult parents, the child and external agencies, where necessary, to provide appropriate support.
- ♦ To review Personal Plans with parents termly; at least one review in the year could coincide with a routine parents' evening.
- ♦ To monitor success of the policy by analysing any data collected.

MONITORING

The SENCo will monitor-

- ♦ Personal Plans to ensure that appropriate targets are set and met
- ♦ movement on and off the SEN register
- ♦ reviews of EHCPs
- ♦ progress and impact of support (3x year)

Approved: Curriculum Committee 10/7/17

Review: Annually

Review Date: Summer 2018

GUIDELINES TO THE SPECIAL EDUCATIONAL NEEDS POLICY

St Thomas More's Catholic Primary School

IDENTIFICATION OF PUPILS NEEDS

Pupils' needs should be identified at the earliest possible stage by:

- ♦ Taking account of any reports or assessments made prior to children starting school
- ♦ Ongoing assessment linked to Foundation Stage Profile
- ♦ DEST (Dyslexia Early Screening Test) Year R for pupils causing concern
- ♦ DST (Dyslexia Screening Test) for all children in Year 3 and any new pupils causing concern.
- ♦ Standard assessments and monitoring by the SENCo
- ♦ Ongoing informal assessments
- ♦ Matching children's progress to the Hampshire Criteria for SEN

Tests and Assessments are listed on Appendix B. (See Assessment and Recording Policy)

RESPONSIBILITIES OF THE GOVERNING BODY

The governors will acknowledge the requirements stated in 2014 SEND Code Of Practice ensuring that:

. There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

A policy for Special Educational Needs will be reviewed annually

- ♦ A link to the Hampshire's local offer and Support 4 SEND can be found on the school website
- ♦ Teachers are aware of the importance of identifying and reporting concerns about children and their role in making appropriate, effective provision.
- ♦ Where the Headteacher, SENCo or the SEN Governor has been informed by the L.A. that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.

RESPONSIBILITIES OF THE SENCO

The SENCO will coordinate the provision of education for pupils with Special Educational Needs by:

- ◆ Overseeing the day to day operation of the school's SEN policy
- ◆ Co-ordinating provision for children with special educational needs
- ◆ Monitoring T.A. intervention and support
- ◆ Liaising with and advising fellow teachers
- ◆ Managing teaching assistants, including ELSA
- ◆ Overseeing the records of all children with special educational needs
- ◆ Liaising with parents of children with special educational needs
- ◆ Contributing to the in-service training of staff
- ◆ Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The SENCO will:

- ◆ Maintain an up-to-date register of identified children and reported to Hampshire termly through School Census Collection
- ◆ Report to the Headteacher and the Governors once a year
- ◆ Meet termly with the SEN Governor to discuss SEN issues
- ◆ Identify staff training needs within the annual SEN Action Plan

RESPONSIBILITY OF TEACHERS

Teachers of children with Special Educational Needs will:

- ◆ Plan, monitor and teach an accessible curriculum
- ◆ Monitor progress and effectiveness of support/ intervention
- ◆ Manage classroom support
- ◆ Plan and deliver the Child's Personalised Plan
- ◆ Work with T.A.s to set and monitor targets for support and intervention
- ◆ Liaise with outside agencies as required.

ADMISSIONS

Admission arrangements for children with Special Educational Needs are in line with LA guidelines. (See Admission Policy).

FACILITIES FOR PUPILS WITH PHYSICAL DISABILITIES

- ♦ St Thomas More's School is on one level.
- ♦ There is a permanent ramp at the main entrance and entrance to Foundation Stage classroom.
- ♦ There are also ramps leading to the lower KS2 building and an automatic door in the corridor.
- ♦ Equipment and Learning aids are provided, where advised by outside agencies.
- ♦ There is a toilet/shower room for the disabled.
- ♦ Most classrooms and the hall are fitted with acoustic ceilings soundproofed to support hearing impaired children.
- ♦ This will be reviewed as any other needs become apparent.

ALLOCATION OF RESOURCES (see also Access Development Plan)

- ♦ Resources for children with Special Educational Needs are funded by:
- ♦ The whole school budget
- ♦ The School Census Collection of data
- ♦ Money is devolved by the L.A (Additional funding is allocated by the LA for those with an EHCP and the SENCo can apply for additional funding for pupils whose needs exceed the £6000 allocation for SEN through SENSEA top-up funding).
- ♦ Standard fund training budget

The Headteacher and Governors prioritise the needs of pupils and allocate funds and resources in consultation with the SENCO to meet the needs of our pupils.

Pupils with special needs will have opportunity to take part in all school activities, which are appropriate to them.

COMPLAINTS

Where concerns arise, parents should make an appointment to see their child's class teacher and possibly the SENCO. If parents wish to take a complaint further they may do so using the schools complaints procedure. (See complaints procedure).

PARTNERSHIP

Staff should seek to work with parents and take account of their views (these will be recorded on the child's Personal Plans).

Parents will be informed if their child is identified as having SEN.
Parents will be informed of the Parent Partnership Service.
The school maintains firm links with support services, i.e.

- ♦ Educational Psychology Service
- ♦ School Nurse
- ♦ Early Help Hub
- ♦ SDAS (Southern Domestic Abuse Services)
- ♦ HYA (Hampshire Youth Access)/ No Limits- Counselling and Advice Service
- ♦ Child and Family Therapy/Mental Health
- ♦ Speech and Language Therapy
- ♦ CAMHS- Child and Mental Health Services
- ♦ School Education Welfare Officer
- ♦ Oak Park Children's Services (Birth-5yrs)
- ♦ Children's Services
- ♦ Riverside Special School (Outreach support), Waterloo Special School
- ♦ Behaviour Support Team
- ♦ PPP (Positive Parenting Programme)
- ♦ Havant Young Carers
- ♦ Barnados

TARGETS

- ♦ All S.E.N. children will be correctly identified
- ♦ all parents will be informed of their child's progress at review meetings.
- ♦ The Personal Plans are a working document. Targets and quality of provision is monitored regularly for impact using the Graduated Approach (Assess, Plan, Do, Review).
- ♦ A progress review will be reported to the Senior Leadership Team by the SENCo termly. The SENCo will meet and /or report to the SEN governor at least 2x a year.

APPENDIX A

TESTS AND ASSESSMENTS

- 1 PIRA READING TEST**
Administered to track progress in reading age
- 2 SWST (GL Assessment) SPELLING TEST**
Administered to track progress in spelling age
- 3 DEST (DYSLEXIA EARLY SCREENING TEST)**
Administered by the TA / HLTA to all children causing concern in EYFS. The results are evaluated by the SENCO
- 4 DST-J (DYSLEXIA SCREENING TEST- Junior)**
Administered by the SENCO and/or TA to children 7+ years, who have not been screened previously or show language difficulties.
- 5 FOUNDATION STAGE PROFILE**
Administered by the class teacher to Reception class children. This is an ongoing assessment throughout the year.
- 6 STANDARD ACHIEVEMENT TESTS (SATS)**
Administered by the class teachers to pupils in Years 2 and 6 in the summer term.
- 7 Testbase Tests**
Administered by class teachers to pupils in KS2 (Years 3-5)
- 8 Teacher Assessments**
On-going teacher assessments throughout the year.
- 9 BOXALL PROFILE**
Used as an initial assessment for children entering the displaying SEMH difficulties

