

OUR LADY OF THE ANGELS CATHOLIC PRIMARY SCHOOL TORQUAY

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Policy Document: Special Education Needs and Disabilities

Date: September 2017

“I have come that all may have life, and may have it in all its fullness.” Jn 10:10

SENDCO : Mrs Tamsin Corline

Our Mission Statement :

The community of Our Lady of the Angels School has Christ's love as its rock. We work together and spread the Gospel Values in a place where everyone learns to love and loves to learn.

Definition of Special Educational Needs and Disabilities:

(SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above

or

would do so if special educational provision was not made for them.

Children 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.

For children of two or over, educational provision is additional to, or different from, the general provision made for children of their age in mainstream schools maintained by the LA.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Torbay that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.torbaydirectory.com

Our Lady of the Angels Catholic Primary School's local offer which sets out how provision for pupils with SEND is provided, can be found on the school website www.queensway-primary.torbay.sch.uk or on the Local Authority web site www.torbaydirectory.com

Admissions – Our Admissions Policy can be found on the school website www.queensway-primary.torbay.sch.uk or a paper copy can be obtained from the school office. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and DDA 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Aims

We aim to celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010 – DfE advice for schools Feb 2013. Together we take pride in making a positive contribution to our school and the wider community where every child is challenged to achieve their best.

Objectives

- * To ensure that all students receive their entitlement to a broad, balanced and relevant curriculum.
- * To ensure that provision for students with special needs is central to curriculum planning; to recognise and record students' strengths and successes to encourage a positive self image.
 - To ensure that those with management responsibility, and individual staff, accept responsibility for planning, organisation and delivery of appropriate educational material to pupils displaying special needs.
 - To ensure that the necessary provision is made for any pupil who has special educational needs and how those needs will be made known to all who are likely to teach them.
 - The school will use its best endeavours to ensure that teachers are able to identify and provide for those pupils who have special educational needs and or disabilities in order to allow them to join in all activities of the school.
 - to enable all stakeholders the opportunity to be involved in the creation of this policy: the SENDCO, the SEND Governor, in liaison with the SLT, all staff and parents/carers of pupils with SEND.
 - to foster strong partnership with parents/carers who play a key role in enabling children and young people with SEND to achieve their potential.
 - that their views of children are sought to discuss about the sort of help they would like to enable them to make the most of their education.
 - where appropriate ensure pupils are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs through meeting with teachers to discuss Individual Learning Plan targets.
 - that children with statements/EHCPs will be invited, where appropriate, to attend part of the annual review meetings. For those children unable to attend, or where it is deemed inappropriate for them to attend, they will have the opportunity to contribute their thoughts through the young persons' questionnaire, which can be completed with adult support.
 - To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their

opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

- That pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and community events.
- That pupils with SEND are represented on the school council to ensure their voices are heard and their opinions valued.

Roles and Responsibilities

The Special Educational Needs Co-ordinator

The special educational needs and disabilities co-ordinator (SENDCO) is currently Mrs Tamsin Corline

The SEN Governor

The governor currently responsible for SEND is Mrs Angie Baldwin.

The Headteacher

The Headteacher is Mrs. Jane Fraser

All other members of staff in the school

Other members of staff have important day-to-day responsibilities, *all staff members including MTAs are teachers of children with special educational needs*. Teaching such children is therefore a whole school responsibility.

The role of the SENDCO

The responsibilities of the SENDCO include:

- ❖ Overseeing the day-to-day operation of the school's SEND policy, in conjunction with the head teacher.
- ❖ Ensuring provision is made in line with the SEND code of practice 2014
- ❖ Co-ordinating provision for children with special educational needs.
- ❖ Ensuring representation for children with SEND on the school council
- ❖ Making senior leaders aware of the need to make SEND provision and progress of individuals part of performance management for teachers
- ❖ Ensuring that teachers liaise with lead teachers in English and Maths when advice is needed for individual pupils
- ❖ Liaising with and advising fellow teachers.
- ❖ Managing learning support assistants.
- ❖ Overseeing the records of all children with special educational needs.
- ❖ Liaising with parents of children with special educational needs.
- ❖ Liaising with outside agencies/outreach services
- ❖ Disseminating best practice
- ❖ Where appropriate participating in Senior Leadership Team Meetings.
- ❖ Arranging In Service Educational Training courses for all staff as appropriate (INSET).

The role of the Governor

The responsibilities of the governor include:

- ❖ Ensuring that the governing body allocate sufficient funding to enable the school to make adequate provision for those pupils with educational needs.
- ❖ To liaise with SENDCO to monitor developments and progress for children

The role of the head

The responsibilities of the head include:

- ❖ Ensure that the school has an up-to-date policy for SEND
- ❖ Monitor the SENDCO

- ❖ Monitor the impact on progress of interventions
- ❖ That SEND provision forms part of discussions during the performance management of teaching staff

The role of the Class Teacher

The responsibilities of the class teacher include:

- Deliver high quality first teaching
- Ensuring early identification of children with special educational needs.
- Planning differentiated activities to enable children with special needs to access the curriculum and to ensure that these activities are made explicit in their planning.
- Teach in line with the school provision maps
- Writing/reviewing **Individual Learning Plans**, ensuring these relate directly to objectives outlined in a child's statement or recommendations from outside agencies or outreach services where applicable.
- Liaising with learning support assistants, planning effective use of their time and monitoring the progress of the children they are working with, both within class and through a TA feedback system.
- Liaise with subject leaders for advice e.g. in reading support
- Co-ordinate and timetable intervention programmes and review effectiveness.
- Take into account children's learning styles and respond in a creative personalised way
- Share child friendly ILPs with specific pupils, giving positive feedback and sharing challenging targets.
- Ensure children's aspirations are discussed
- Attending review meetings for ILPs and Statements.

The role of the TA

The responsibilities of the TA include:

- ❖ Liaising with the class teacher.
- ❖ Respond creatively to delivery of a personalised curriculum.
- ❖ Support the child to make progress and meet targets
- ❖ Informing the teacher of the performance of children during group sessions.
- ❖ Participating in review meetings as required.

Identification and Assessment

Teachers will ensure a graduated approach with a continuous cycle of assess, plan, do, review, which takes account of the wide range of abilities, aptitudes and interests of children.

The majority of children will learn and progress within these arrangements. Some of those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is the responsibility of each class teacher to carefully monitor each child's progress and inform the SENDCO of any concerns which may arise whether educational, medical or emotional.

The following which although not SEND may also be considered to ensure the holistic needs of the child and the possible impact of:

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

The school will also be made aware of the needs of specific children through:

- ❖ Liaison with pre-school providers.
- ❖ The Foundation Stage teacher's discussion with parents during the pre-school home visit if these take place
- ❖ Children's individual Foundation Stage Profile scores.
- ❖ Information provided by the school nurse/other health organisations and social care.
- ❖ Records of attainment from previous schools where appropriate.
- ❖ Records maintained by the class teacher to monitor progress of the whole class.

These records will include:

- ❖ Target setting from Foundation Stage Profile through to Year 6 (Target Tracker).
- ❖ Reading/spelling of Key word lists at the Foundation Stage through to Year 6.
- ❖ Reading progression through the National Literacy Book Bands through all year groups where appropriate.
- ❖ Devon reading records, tracking phonic progress for each child at each stage.
- ❖ Differentiated phonics groups
- ❖ Key word reading and spelling records, where appropriate
- ❖ Diagnostic Reading Test, where appropriate
- ❖ SATs tests
- ❖ Optional SATs tests
- ❖ Rising Stars Assessments
- ❖ Pre topic knowledge/end of knowledge
- ❖ National phonic screen (year 1 and 2 as appropriate)

Provision

The SENDCO and the child's class teacher will:

- ❖ Use the assessment processes to identify any learning difficulties.
- ❖ Provide starting points for the development of an appropriate curriculum.
- ❖ Plan differentiated work which fulfils the learning objectives and outcomes of the whole class.
- ❖ Determine the amount of Teaching Assistant action to support the child within the class.
- ❖ Ensure ongoing observation and assessment; provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning. (ASSESS, PLAN, DO, REVIEW)
- ❖ Involve parents/carers in implementing a joint learning approach at home wherever possible.
- ❖ Use target setting sheets, which are shared with the children, to try to address areas of concern on a short-term basis.
- ❖ Consult the school's Intervention Provision Map to ascertain further support that could be provided.

In order to help children who have special educational needs, we will use a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. If the school refers a child for a statutory assessment, we will provide the LA with a record of work undertaken with the child and the arrangements we have already made to provide support from the resources available to the school. Most children at **SEN support** will have an **Individual Learning Plan or be part of a group education plan**. Targets will be revisited to assess progress. Any special measures taken that are not included on the Provision Maps should be recorded as stated above. Where appropriate and necessary 'P' levels will be used.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- ❖ Closes the attainment gap between the child and their peers.
- ❖ Prevents the attainment gap growing wider.
- ❖ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- ❖ Matches or betters the child's previous rate of progress.
- ❖ Ensures access to the full curriculum.
- ❖ Demonstrates an improvement in self-help, social or personal skills.
- ❖ Demonstrates improvements in the child's behaviour which impacts on progress.

SEN Support

When a class teacher or the SENDCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. Careful and detailed records must be made and maintained to show the journey for a child who has extra support. A record of a concern will be discussed with the SENDCO and recorded.

The holistic needs of a child are considered and when little or no progress over a specified period of time even when teaching approaches are targeted particularly in a child's identified area of weakness for example:

- ❖ A child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- ❖ Presents a persistent underlying need to address emotional difficulties which are not helped by the behaviour management techniques usually employed in the school, which is impacting on learning
- ❖ Has sensory or physical problems, and continues to make little or no progress.
- ❖ Has communication and/or interaction difficulties, and continues to make little or no progress.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning, delivering and keeping a record of the impact of an ***individualised programme***. Parents/carers will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENDCO, subject leaders where appropriate, the child's class teacher together with the child will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- ❖ Different learning materials or special equipment.
- ❖ Some group or individual support.
- ❖ Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- ❖ Staff development and training to introduce more effective strategies.
- ❖ Access to LA support /outreach services for advice on strategies or equipment.

- ❖ An intervention programme which will be monitored through the use of a **group learning plan**. Throughout the intervention programme there will be assessment to monitor impact, progress and attainment. Should such intervention not have the required impact on improvement for a pupil further steps as detailed below will be considered.

Individual Learning Plans

Strategies employed to enable the child to progress at SEN support will be recorded within an Individual Learning Plan (ILP). The ILP will include information about:

- ❖ The child's journey to date
- ❖ Short-term targets, including success criteria, set for, and where appropriate, with the child. These targets should be based upon the learning difficulty e.g. poor concentration, speech and language difficulties etc. Teachers should avoid writing literacy or numeracy targets on ILPs as these should be set as part of general class target setting.
- ❖ Teaching strategies to be used.
- ❖ Barriers to learning
- ❖ Professionals involved
- ❖ Provision to be put in place.
- ❖ Resources needed
- ❖ When the plan is to be reviewed.
- ❖ Outcomes and success criteria (to be recorded when ILP is reviewed, which will happen at least three times a year.)

Targets set for children in the reception class should be taken from the Foundation Stage Profile for children in Reception and for children in the autumn term of year 1, then using the National Curriculum level descriptors for children in the rest of the school. Any child not achieving National Curriculum levels in year 1 or above should be assessed and have targets set using the P-Scales.

The ILP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents/carers. A copy of the new ILP and the old ILP (which has been reviewed), will be sent to parents for their information. Parents will then be invited to an appointment with the SENDCO to discuss the ILP, if they wish. Learning ILPs will be reviewed at least three times a year. Teachers will be asked to review the old ILP and write a new ILP, providing the SENDCO with copies of both. On the ILP meeting day the SENDCO, will be available to meet with parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents/carers, at a review of the child's ILP, or at other times where deemed necessary. Permission from parents/carers will be sought before involving external services. Where external support services are involved, the professionals will usually discuss the child and/or area of concern, so that they can advise teachers on new ILPs with revised targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for **SEN SUPPORT** will be that, despite receiving individualised support the child:

- ❖ Continues to make little or no progress in specific areas over an agreed period.
- ❖ Continues working at National Curriculum with assessments substantially below that expected of children of a similar age.
- ❖ Continues to have difficulty in developing literacy and mathematics skills.
- ❖ Have emotional or behavioural difficulties/needs, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- ❖ Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- ❖ Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern over an extended period. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus* (pre September 14) and *SEN support* (post September 14).

This information may include:

- ❖ Individual Education plans/Individual Learning Plans for the pupil.
- ❖ Records of support / interventions offered in chronological order with the impact and outcomes.
- ❖ Copy of Interventions Map if appropriate.
- ❖ The pupil's health including the child's medical history where relevant and which may include a diagnosis of medical need.
- ❖ FSP profile, National Curriculum assessments (or P scale levels) in literacy (reading and writing), mathematics and science.
- ❖ Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- ❖ Views of the parents and of the child.
- ❖ Involvement of other professionals such as health, social services or education welfare service.
- ❖ School provision maps

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. This will almost always have been discussed between the school, parents/carers, educational psychologist or advisory teacher.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists; and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Educational Health Care Plan.

All children with statements (issue before Sept 14), EHCPs (Sept 14) of special educational needs will have short-term targets set for them that have been established after consultation with parents/carers, SENDCo, class teacher and child. They will include specific targets identified in the statement of educational need/EHCP. These targets will be set out in an ILP and be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions records will continue to be the responsibility of the class teacher. It is the responsibility of the SENDCO in conjunction with the Head teacher to ensure that any funding allocated to a statement of special educational needs is used appropriately. This could involve the deployment of a TA to work for all or part of the week in a 1:1 or in a small group setting with a child with a statement/EHCP. However, the funding can also be used to access training and to provide resources as recommended in the statement or advised by external professionals e.g. Educational Psychologist. Evidence of how the funding is being used, linked with the targets on the statement, will be requested by the local authority at the annual statement review meeting and is currently monitored through statement implementation plans in consultation with an LA SEN advisory teacher.

There is now a requirement to recognise that in some circumstances parents/carers/pupils will want to access the personal budget element of an EHCP.

It is the responsibility of the Headteacher, the SENDCO and the Finance and Premises committee of the Governing body to ensure that the funding is allocated to those children it concerns as appropriate. Statement/EHCP reviews must still be carried out for these children.

Annual review of a statement/EHCP of special educational needs

All statements/EHCPs must be reviewed at least annually. The parents/carers, the school and other professionals involved, are invited to consider whether any amendments need to be made to the description of the pupil's needs, or to the special educational provision specified in the statement/EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

The child will be invited, where appropriate, to attend part of the statement review meeting. If they are unable to attend or if it is deemed inappropriate, they will complete a Young Person's Questionnaire (with the support of an adult if necessary) prior to the meeting and this will be used to inform those present of the child's thoughts and will be included with the statement review paperwork sent to the LA.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. In order to help facilitate successful transition advice for the parents/carers about transfer is offered and recommendation to visit secondary schools suggested well ahead of transfer. Advice on secondary transitions will also be given to pupils at SEN support. The SENDCO of the receiving school (secondary) will be invited to attend the final annual review (year 6) of pupils with statements. This will allow the receiving school to plan an appropriate ILP to start at the beginning of the new school year and enable the pupil and the parents/carers to be reassured that an effective and supportive transfer will occur. Where a child with a statement/EHCP might transfer to another school prior to year 6, copies of all relevant documentation including current ILPs will be forwarded to the new school. Additional visits to support transition will be arranged as appropriate.

Our Lady of the Angels Catholic Primary 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 also have special educational needs (SEND) 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.

Medical conditions: Our Lady of the Angels Catholic Primary School complies with the statutory guidance 'Supporting pupils at school with medical conditions'. April 2014-10-11 a copy to be found on the school website www.queensway-primary.torbay.sch.uk

The school, local authority, health professionals and other support services work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, for example, programmes of study that rely on part time attendance at school in combination with alternative provision arranged by the local authority. Consideration is given to how children will be reintegrated back into school after periods of absence; this may be a staged return with some support at home via key staff.

Arrangements for children with long term medical conditions show an understanding of how these needs can impact on a child's ability to learn, as well as increase their confidence and promote self-care. They should ensure that staff members are properly trained to provide the support that pupils need. (See school website for the school's Medical Needs Policy.)

Complaints Procedure

Parents/carers of children with Special Educational Needs have the right to complain against any part of the action undertaken by the school or the Education Authority. This procedure is contained in a separate policy available from the school.

Tamsin Corline
SENDCO
September 2017