



St John Fisher RC Primary School

Special Education Needs Policy

MISSION STATEMENT

Love Jesus, love learning,

Inspiring each other to be the best that we can be.

At St John Fisher RC Primary School, we recognise that each child is an individual and has the right to a broad, balanced and differentiated curriculum. In line with our Mission Statement, we are preparing our children to face the opportunities, responsibilities and experiences that they will encounter in the wider world.

Many children have particular circumstances for which the school needs to make appropriate, individual provision.

At St John Fisher RC Primary School, all teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Increasingly there are more children with Special Educational Needs in the ordinary classroom; children whose needs may be diverse and who have their needs met by a range of provision.

In accordance with the Special Educational Needs Code of Practice, we are fully committed to the inclusion of all our children in all school activities. Our Mission Statement is evidenced through our caring approach and acceptance of all pupils.

Aims

- We aim to ensure that all children are valued equally and, irrespective of their abilities or any disabilities, have full access to a broad and balanced curriculum in order to develop their full potential.
- We aim to meet the needs of every child but feel a special responsibility for Special Educational Needs children and aim to respond to their needs in the most appropriate way.
- We aim to provide all children with their entitlement to a broad and balanced curriculum that meets their personal needs and is provided in an inclusive setting.
- We aim to ensure that in assessing, planning and providing for Special Educational Needs children the emphasis should be on abilities and needs. We aim to give all pupils the opportunity to contribute fully to the life of the school
- We aim to establish a partnership with parents, recognising their role and the school's as complementary.
- We aim to ensure that all members of the school community accept and exercise their responsibility for all children with special educational needs and seek to ensure appropriate provision is made at all times.

Objectives

- All children with Special Educational Needs will be identified and assessed as early as possible.

- Taking account of the Code of Practice, the most appropriate support will be provided. In most cases, this will be the class teacher, the SEN Co-ordinator, the Headteacher and parents. However, the LA and any other agency may be involved at any stage.
- For those children with Education Health Care Plans the school and the LA will follow the guidelines laid down in the Code of Practice.
- The views and wishes of individual children will be considered, taking into account their age and understanding.
- There will be close co-operation and co-ordination and a multi-disciplinary approach to problems.
- Monitoring, recording and evaluation of pupil progress will be on a continuous basis.
- The three-stage model of assessment and provision will be followed.

Definition of Special Educational Needs

A pupil has special educational needs if they have a learning difficulty or disability that calls for special educational provision, namely provision in a different from or additional to that ordinarily available to pupils of the same age.

The four primary areas of need are:

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

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 of a kind generally provided for children of the same age in schools within the area of the local authority.
- Please refer to St John Fisher RC Primary School Criteria for Special Educational Needs document.

Identification, Assessment and Provision - See Flow Chart in Appendix 1

(This section must be read in conjunction with St John Fisher RC Primary School Criteria for Special Educational Needs document.)

The first step in responding to pupils who may have SEN is **high quality teaching**. Every teacher is a teacher of SEN and as such is expected to provide **adapted** activities to meet the needs of all pupils in their class. Adaptive teaching means tailoring instruction to meet individual needs. This can be seen in many ways, including instances where teachers adapt content, process, products, or the learning environment. All teachers are responsible and accountable for the progress and development of pupils in their class including those who are supported by teaching assistants, specialist teachers and outside professionals.

A pupil may be placed on the SEN list if they have an identified condition or learning difficulty that impacts their ability to access an adapted curriculum or requires support from specialist staff in school or from an external agency.

A pupil may be placed on the SEN list if despite high quality teaching and appropriate intervention:

- Progress is significantly slower than that of their peers starting from the same baseline;
- Progress fails to match or better the child's previous rate of progress;
- Progress fails to close the attainment gap between the child and their peers;
- A lack of progress widens the attainment gap.

If there is a significant lack of progress or an increase in concerns, advice may be sought from external professionals. These may include:

- Educational Psychology Service;
- Rochdale Additional Needs Service;
- Speech and Language;
- CAHMS;
- Community Paediatric Service.

A graduated response will be used for those children who have been identified as have a special educational need. This includes:

Stage 1 - Concern

Initial concerns are registered by the class teacher. The child receives appropriate support defined in a concern sheet. Progress is monitored closely. Classroom interventions are put into place. This is identified on Pupil Progress Sheets/Provision Map. Parents are involved at the earliest opportunity.

Stage 2 – Additional SEN Support

Despite support, the child is not making the progress hoped – at this stage teachers and SENCO are supported by specialists from outside agencies. An Individual passport is written. Parents are involved in this process.

Stage 3 – Education Health Care Plans

The child receives an EHC plan – close links with LA for monitoring and reviewing educational provision. Parents have regular meetings with staff regarding progress and are invited to annual reviews. Parents also become members of the HANDS school based support group.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so removes barriers to learning. The support provided consists of a four-part process:

- Assess;
- Plan;
- Do;
- Review.

Assess – Class teachers will use teacher assessment and/or formal assessments to identify the attainment of the pupil comparing results to national averages and expected rates of progress. Parents' concerns and where appropriate the views of the pupil will be sought and noted. The assessments and recommendations of external professionals will also be taken into account.

Plan – Planning will involve consultation between the teacher and parents to agree short term clear and concise targets linked to pupil progress. The targets should be time limited and a review date should be set. All those working with the pupil will be informed of their individual needs, the support being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do – the class teachers remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main

class teacher. They will work closely with teaching assistants to plan and assess the impact and support and interventions and links with classroom teaching.

Review – Reviews of a pupil's progress should take place on a termly basis. The review process will evaluate the impact and quality of support and interventions. It will also take into account the views of the pupil and their parents. Targets should be evaluated and new targets set. If an intervention strategy is deemed to be not working then alternative provision should be considered.

If it is decided that school-based provisions are not meeting the needs of the pupil then an Education, Health and Care Plan (EHCP) may be requested from the Local Authority.

Managing the SEN List

Each pupil on the SEN List will receive appropriate intervention and will be tracked through the provision map or through education plans. The class teacher will retain accountability for the progress of all pupils.

There are three levels of support for pupils with SEN:

Wave One: Whole class differentiation through **Quality First Teaching**.

Wave Two: Targeted support with teacher or teaching assistant.

Wave Three: 1:1 targeted support from teacher or teaching assistant.

Role of the Teacher

All teachers should:

- Be aware of the range and diverse needs of the children in the class;
- Select the appropriate materials and ensure their use is relevant to each child;
- Be responsible for the provision of a broad and balanced curriculum for all Special Educational Needs children, according to the guidelines in the Code of Practice;
- Help to identify any child who has additional special educational needs and liaise with the SENCO;
- Be responsible for writing and evaluating Passports (on a termly basis or as appropriate);
- Maintain up to date records.

Key Responsibilities of the SENCO

- Overseeing the day to day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Liaising with the relevant designated teacher where a looked after pupil has SEN;
- Advising on a graduated approach to providing (Additional SEN Support);
- Ensuring that the records of all children with SEN are kept up to date;
- Liaising with parents of children with SEN;
- Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEN support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- Ensuring with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

- The SENCO is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school.
- Coordinating the HANDS (Help and Support) school based support group for parents of children with an EHCP

Liaison

Liaison takes place with all appropriate agencies, support services etc., on both a formal and informal basis. There are regular meetings attended by the SENCO, and class teachers arrange relevant meetings to plan and monitor Passports for children in their groups.

- Meetings with Educational Psychologist as and when required
- Termly meetings with school Special Needs Governor
- Termly meetings with Cluster group of schools linking with Secondary schools
- Regular liaison with School Nurse – particularly with reference to Annual Reviews and Assessment
- Regular liaison with Outside Agencies undertaken by class teachers in development and planning of Passports and monitoring progress
- Secondary Liaison giving close liaison with local secondary schools – Cardinal Langley RC High School
- SENCO from Cardinal Langley RC High School attends Annual Reviews of Y6 pupils, or earlier if deemed necessary
- Liaison meetings relating to all children on Special Needs List
- Transfer of all relevant documents at Y6/Y7
- Parents

Parental Involvement

i) Education Health Care Plan children

At all Annual Reviews Parents and Pupils are invited to record their views. With discussion, targets are defined at Annual Review Meetings and Education Health Care Plans are developed, based on these recommendations.

Once Education Health Care Plans have been written they are reviewed and endorsed by Parents and Pupils in an informal meeting with class teachers. Education Health Care Plans will be reviewed annually.

ii) Children who have additional SEN support

All pupils who have additional SEN support require an Individual passport. These will be shared with parents in informal meetings with class teachers. All Individual Passports will be reviewed on a termly basis.

iii) HANDS (Help and Support) group

All parents of children with an EHCP will be invited to attend this informal support group once a term. The aim is provide an opportunity to share informally their expertise and experiences as well as providing help and support for one another in caring for a child with special education needs.

School welcomes parental involvement and always tries to ensure that parents feel able to come and discuss any issues that may be causing them concern.

Assessment Recording and Reporting

By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for their year group. Teachers use the online Sonar Assessment Tool to monitor attainment and progress throughout the year.

Assessment is recorded on Sonar and the data is updated each half term by the class teacher and reported to leaders.

Teachers use the following vocabulary when recording each pupil's achievement against the end of year expectations for each year group: Below, Just At, Secure At and Above.

At the end of each year, if a pupil is 'Secure At' they are considered to be at Age-Related Expectations (ARE). If a pupil is 'Above' at the end of the year, they are considered to be working at level that demonstrates a greater depth of understanding.

Sonar provides an instant gap analysis that enables teachers to adapt plans to meet the needs across their class whilst giving leaders a complete view across the subjects and cohorts. Subject leaders work alongside teachers to plan how to address the gaps to ensure progression for all pupils.

Monitoring and Evaluation

Pupil's progress is assessed through:

Education Health Care Plan reviews – targets and progress

Education Plan reviews

Formal Assessment three times per year in English and Maths.

Engagement model (where appropriate)

Meetings with Educational Psychologist as necessary

Report to Governing Board

Lesson observations

Implementation

SEN Co-ordinator: Mrs L Roden (Member of the SLT)

SEN Governor: Mrs G Walker

In- Service Training

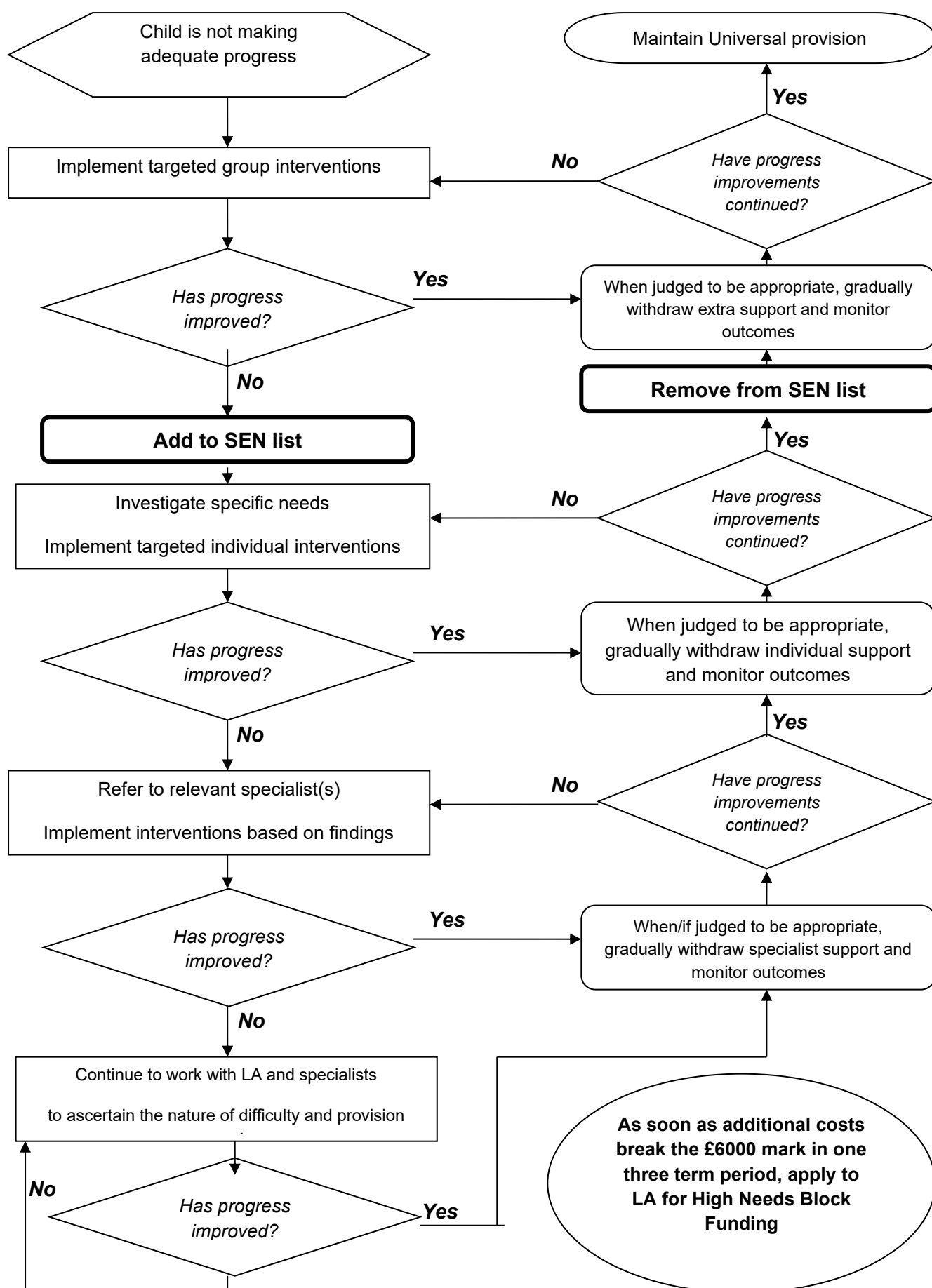
In-service training is arranged to meet the needs and requirements of children and staff as the school population changes. Provision covers training provided by LA Support Service Teams, LA courses and Diocesan courses. Training is available for teachers and TAs.

- Staff Meetings relating to Assessment and Identification of children with Special Needs will take place once per year (unless more required.)
- Opportunities for all staff (teaching and non-teaching) to attend relevant in-service courses run by the Authority (LA) or Diocese or other Agencies (e.g. Language Support) and time allocation for staff to disseminate information.
- Input from SENCO relating to completion of Passports, Education Health Care Plans and Annual Review Forms as required.
- SENCO to attend relevant courses and time allocated to disseminate information.

Complaints Procedure

In the event of any concerns arising in respect of provision for those children who have additional SEN support the procedure is:

- Parents refer to Class Teacher
- Class Teacher may involve SENCO
- SENCO may refer to Headteacher/Governors
- With respect to Education Health Care children, parents may put forward their concerns through the Annual Review.
- There is an Appeals procedure through the LA.



Document history

Date	Amendments
May 2015	Original documents
September 2017	Reviewed Assessment Recording and Reporting section updated Identification, Assessment and Provision section updated
September 2018	Reviewed
September 2019	Reviewed Stage 2 Additional SEN support section updated Stage 3 Education Health Care Plans section updated Key responsibilities of SENCO section updated ii) parental support section updated iv) parental support section updated
September 2020	Reviewed
September 2021	Reviewed
September 2022	Reviewed
April 2023	Name of SENCO changed
September 2023	Reviewed
December 2023	Name of SENCO changed
September 2024	Reviewed Reference to 'adaptive teaching' added
September 2025	Reviewed Assessment Tracking system changed from Target Tracker to Sonar.
June 2026	Reviewed

