

Holy Family Catholic Primary School



Special Educational Needs and Disabilities Policy and Guidelines November 2016

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This policy has been produced in the light of the 0 to 25 SENDD code of Practice September 2014. It was written by the SENCo in liaison with the SEND Governor, SENDior Leadership Team and all staff.

At Holy Family School we believe that every child is made in the image and likeness of God. We believe that every child has the right to learn and achieve to the very best of their ability. Every adult that a child meets in our school is a teacher of every young person.

This document should be read in conjunction with the following related policies and guidelines:

- 0 to 25 Special Educational Needs Code of Practice: September 2014
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Birmingham Guidelines : Supporting Pupils with Dyslexia
- Equality Act 2010
- Holy Family School Accessibility Plan

School specific policies on:

- Teaching and Learning
- Assessment
- Behaviour
- Safeguarding
- Anti-Bullying
- Equal Opportunities
- Admissions

PRINCIPLES:

The principles of this policy and guidelines involve:

- a focus on raising attainment
- a commitment to raising the level of expectations/attainment for all pupils with SENDD
- the importance of equality of opportunity
- early identification and intervention
- working in partnership with parents/carers
- working as part of a team around the family
- supporting inclusive practice
- endorsing the 'support and aspiration' model of the SENDD Code of Practice

AIMS

At Holy Family School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEND Code:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account
- Parents/carers support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education

Provision at Holy Family School starts with quality first teaching and as in the National Curriculum Inclusion Statement (2000) close regard is made to the statutory requirement that all teachers:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Holy Family School acknowledges the view that children with learning difficulties learn and make progress most effectively by being taught and supported in a familiar environment by their teachers and teaching assistants through good 'quality first teaching' i.e. 'Wave 1 Provision,' (Primary National Strategy).

This might be interpreted as tracking back through literacy objectives as appropriate, using access strategies and choosing appropriate teaching and learning styles. The provision for the majority of pupils will be made from the school's own resources. (SEND Notional budget) A small number of pupils may require limited additional funding under the Criteria for Special Provision (CRISP). If the degree of difficulty is severe and is causing or accompanies other complex needs, a request to the local authority to consider a statutory assessment might be deemed appropriate.

Equal Opportunities

The staff of Holy Family School believes that all members of the school should be treated with respect, have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum.
- Incorporate special educational needs procedures including individual education plans (IEPs) and individual target plans (ITPs) into curriculum planning
- Develop an effective partnership between school, parents/carers and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs and disabilities work as a team to support the pupil's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

At Holy Family School we are aware that there are many factors which are NOT SEND but which may impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation -these alone do not constitute SEND)
- 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
- Being a young carer

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." (Code of Practice 2014)

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

The areas of need are:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and Sensory impairments and autistic spectrum disorder.

Social, Mental and Emotional Health Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any pupil with SEND
- Reports annually to parents/carers on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a repreSENDtative of the Governing Body to oversee SEND provision
- Ensure discussions with parents/carers regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body

informed of all developments with regard to SEND. The Head Teacher informs parents/carers of the fact that SEND provision has been made for their child.

Admissions

Parents who seek a place for their child at Holy Family School should view the current Admissions Policy Statement on our website. Children with an Education, Health and Care (EHC) Plan that names the school must be admitted. This will reduce the number of places available to other applicants. This is not an oversubscription criterion.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent IEP when a pupil is transferring from another school.

SENCo

The SENCo in Holy Family School is part of a team responsible for monitoring the progress of our pupils with additional needs and ensuring appropriate provision is in place where pupils are falling behind in their learning. Liaising with school staff, parents and pupils and coordinating provision is an important component of our SENCO's role.

As part of the identification process the SENCo collates the following information which helps build up the profile of the pupil:

- health details, e.g. general health, vision, hearing, emotional factors
- attendance
- home language
- assessment information.
- a record of consultations with pupils, parents/carers and support services (where applicable)
- adjustments made to improve performance
- observation in the classroom to help identify strengths and areas of difficulty,
- pupil's independent work, teaching and learning style
- reading/writing/spelling skills - persistence and severity of problems
- phonological awareness - phoneme-grapheme correspondence, sound blending
- use of the Birmingham Language and Literacy Framework
- monitoring progress using Early Learning Goals, 'P' Levels - where appropriate, NC assessment, standardised tests
- assessment for learning
- Individual Education Plans (IEP) targets/reviews
- Individual Target Plans (ITPs) Assess/ Plan/Do/ Review
- Information relating to interventions and strategies that have been used with outcomes and evidence of progress.
- Provision Mapping
- involvement of the pupil in monitoring their own progress
- pupil views on what's working/not working.

Following the gathering of this information a profile can then be built of the pupil, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision.

In addition the SENCo:

- Oversees the day-to-day operation of the school's SEND policy

- Ensures an appropriate budget allocation to meet SEND
- Interprets legal requirements for staff, parents/carers and governors
- Co-ordinates and evaluates provision, including interventions, for children with SEND.
- Liaises with and advises teachers whenever necessary
- Monitors and evaluates the quality of provision
- Oversees the records of all children with SEND
- Maintains the SEND provision map
- Liaises with parents of children with SEND
- Organises and delivers INSET in order to meet the needs of staff
- Liaises with external agencies including Access to Education, social services, and voluntary bodies

Teachers

They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Use the Assess/Plan/Do/Review approach to inform their planning for pupils with SEND
- Work with the Inclusion Manager to collect all available information on the pupil
- Develop and review IEPs/ITPs for pupils
- Work with SEND pupils on a daily basis
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress
- Work with the SENCo to identify their own training needs around SEND
- Liaise with outside agencies and implement advice given to support individual pupils

Teaching Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCo and teaching staff in the preparation and delivery of IEPs/ITPs.

Pupil Participation

The school actively encourages the involvement of children in their education. With reference to pupils who are identified as requiring additional SEND support we utilise Person Centred Approaches to:-

- Involve the pupil in decision making regarding the methods by which their individual needs will be met
- Invite the pupil to attend all or part of review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the pupil
- Encourage the pupil to comment on his or her SEND provision
- Involve the pupil in the implementation of the IEP
- Develop the pupil's self-confidence and self-esteem.

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to Pupil's identified as requiring SEND support we:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Use Person-Centred approaches in reviews so that the views of pupils and parents are paramount
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) or Individual Target Plan (ITP) with the parent/carers providing them with a copy of the IEP/ITP
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their IEP/ITP
- Encourage the parent/carers to comment in writing on their child's SEND provision
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

The role played by the parents of pupils with special educational needs.

Holy Family School operates an 'open door' policy which means parents/carers can approach the school whenever they have a concern and time will be made for them; the school schedules meetings for parents/carers to meet and discuss their child's progress; opportunities for parents/carers to come and work or observe their child in the school; organises social opportunities like coffee mornings etc where parents/carers can meet together, discuss their situation and generally gain support from each other. The school holds details of local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their pupils best and have a great deal to contribute.

PROCEDURES

The Graduated Approach

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

Early identification/monitoring progress /adjusting teaching

Holy Family School strives to create a positive literacy environment with interactive teaching where all children can participate and achieve.

When a pupil's progress is first identified as a cause for concern then it is the responsibility of the Class Teacher to adjust their teaching and consider the following:-

- 'Wave 1' high quality first teaching
- adapting teaching in the classroom to address needs /vary teaching styles / use of access strategies

- use of the IDP(2011) to keep up to date re knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- involving parents/carers
- hearing and vision check (to discount any unidentified problems)
- gathering pupil views
- liaising with colleagues
- identification of pupils on Birmingham's Language and Literacy Toolkit
- identification of pupils on Birmingham's Maths Toolkit

Assessing Needs using the Graduated Response

SEND Support

If progress is still not satisfactory and after discussion with parents and the young person then the child may be formally identified as requiring SEND Support. At this point more detailed assessment of the child's skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the SENCO (Inclusion Manager) is required to manage the increased level of provision.

Individual targets are set which will then be monitored and reviewed regularly by the class teacher to inform planning. The SENCO will track progress, keeping an overview of targets in speaking and listening, reading and writing. Some children will also be tracked on the Maths continuum. Parents will be invited to attend review meetings termly and their views regarding future provision will be sought through the use of person centred approaches.

If the pupil is meeting the targets and making good progress, the support may be adjusted; if not, then the school will look at additional forms of provision to support the identified need.

When a class teacher or SENCO identifies a pupil as requiring SEND Support the class teacher will provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

The triggers for additional intervention could be the teacher's or other's concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Assess, Plan, Do and Review

When a child has been identified as requiring SEND Support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the children are not responding to the provision made by the school then the school may increase the level or change the type of provision being offered. At a

review meeting after discussion with the parent and child then outside agencies may be consulted for additional advice.

Involvement of External Support Services

External support services, including those provided by Access to Education, will usually see a pupil, in school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can 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.

Individual Education Plans, Individual Target Plans and Pupil Profiles

Where a child has a learning difficulty that is mainly in the area of language and literacy, the school will create a Pupil Profile and Individual Target Plans. These ITPs are a working tool in the classroom and as such they are reviewed daily by the class teacher. The Pupil profile is a one page portrait of a child's strengths, learning styles, areas of difficulty and strategies that have proved helpful. A formal review will take place with parents every term.

IEPs and Pupil Profiles are written for children with more complex needs and reviewed three times a year. IEPs include

- Three short-term targets relating to addressing the key barriers to learning for the pupil informed, where applicable, by Birmingham's Language and Literacy Toolkit.
- Success criteria
- Pupil (where appropriate) and parental comments
- The teaching strategies to be used
- The provision to be put into place
- Timescales to achieve targets
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed).

Children with an Education, Health and Care Plan

A small number of children in school, whose needs are severe or complex, will have an EHC Plan. This is a statutory documents.

The provision required for the child is specified in these documents and the school has a duty to provide it.

In some cases extra (CRISP) funding is given to the school for this purpose.

Conducting Review/Annual Review Meetings

At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified

The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to IEP targets?
- What progress has the pupil made towards meeting the overall objectives set out in the IEP?
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?

- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

EHCP Reviews

- What are the child's strengths?
- What is going well?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the pupil's views of the past year's progress?
- How successful has the pupil been in meeting the targets in the EHCP?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the EHCP?

In Service Training

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCo attends relevant courses and Local Authority updates and ensures all members of staff are familiar with developments in SEND. All staff must notify the SENCo if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCo ensures all staff are aware of training available. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCo meets at least termly with the SEND Governor who then gives feedback to the Governing Body on SEND provision at termly governor's meetings. Governors have access to SEND training.

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENCo, SEND Governor or a Senior Manager who will respond by meeting with parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines

including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations
- Termly evaluations of the quality of IEPs
- Evidence of ITP in children's books and teachers' planning
- Collation of children's and parent's/carer's comments following review meetings.

Role of the Governors

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

How resources are allocated to and amongst pupils with special educational needs.

The Code states that, 'LEAs and schools should work together to establish sound arrangements for monitoring and accountability to ensure that resources are used to raise the achievement of pupils with SEND.' (CoP 8:7)

In 2016/2017 the governors ensure that the Notional SEN budget allocation of £158717 which forms part of our overall school budget is utilised to provide:-

- A lead professional, our SENCo
- Pupil specific teaching assistants for pupils with EHC Plans
- Teaching assistants supporting ITPs
- Experienced, trained teaching assistants providing specific intervention programmes eg. 1st Class @ Number, Project X.
- Experienced, trained teaching assistants providing mentoring support for specific children and taking the lead practitioner role for children with ASD
- Experienced, trained teaching assistants providing a phonics programme for specific children
- Procuring the services of Educational Psychology
- Procuring the services of Pupil and School Support
- Procuring the services of external "Reach" support- providing mentoring and counselling support, circle time and peer mediation.
- Providing additional support for pupils with SEND
- Providing specialised resources eg weighted cushion, dyslexia-friendly reading books

Review

Next review: November 2017