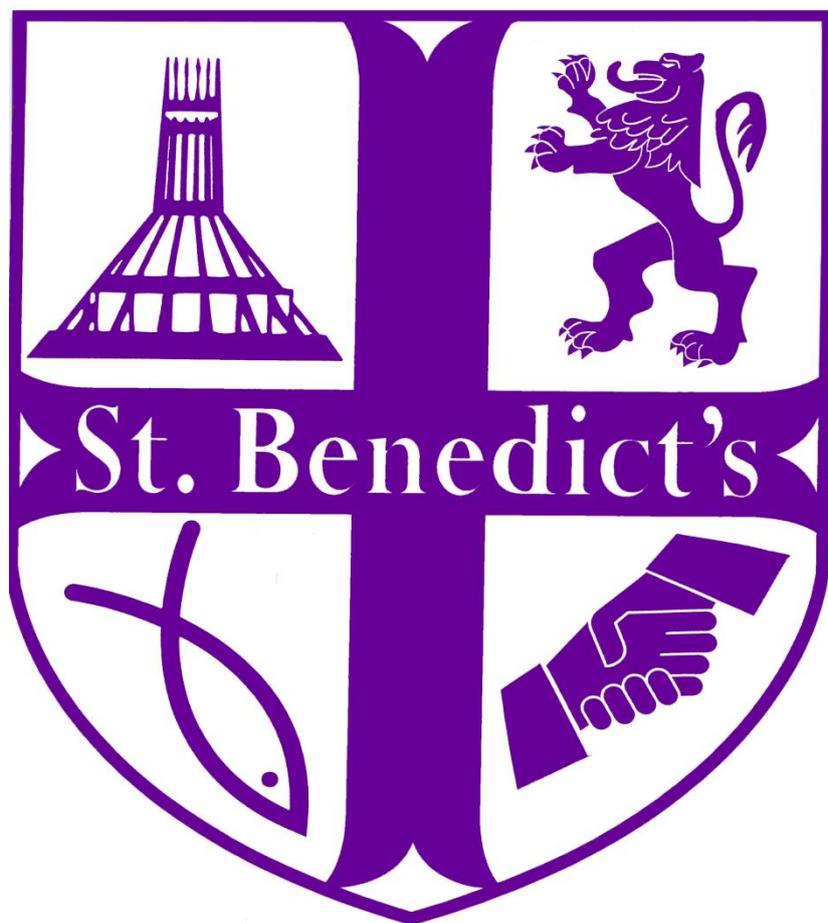


St Benedict's

CATHOLIC PRIMARY SCHOOL



SEN Policy

St Benedict's Catholic Primary **Special Educational Needs Policy**



Last Reviewed: September 2018

Next Review: September 2020

SENco – Ms E Carrington
SEND Governor- Mrs D Fletcher

Introduction

At St Benedict's we aim to ensure that the barriers to learning, be they educational, social or emotional are overcome.

We firmly believe that ALL children have the right of equal access to a broad, balanced and relevant education. We encourage all children to give of their best and to reach their full potential.

We aim to be a school that is inclusive of all pupils and we support children whatever their need or disability; whether it be

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

Identifying Children with SEN

Children are identified as having special educational needs by following the 2014 SEND Code of Practice.

“A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.”
(New Code of Practice 2014)

All class teachers are responsible for the initial identification and assessment of SEN. This is done through careful monitoring of each child's progress and staff awareness of common difficulties many children face. Teachers also have responsibility for SEN provision in the class room. If parents have concerns that their child may have special educational needs they can raise these first with the class teacher.

Parents can also make an appointment to see our SEN coordinator who can advise parents further and who is responsible for monitoring progress of children with SEN. The SEN coordinator can also support parents by liaising with outside agencies such as Speech and Language services and Educational Psychologists.

Aims and Objectives of the Policy

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives:

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by:

- Gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Careful monitoring of the progress of all children in order to aid the identification of pupils with SEN.
- Continuous monitoring of those children with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Making appropriate provision to overcome all barriers to learning and ensure SEN pupils have full access to the National Curriculum. This will be coordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
- Working with outside agencies when the child's needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Child and Adult Mental Health Service (CAMHS).

Identification of children's needs

St. Benedict's Catholic Primary School adopts a graduated approach to SEN provision:

- a) Any child who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a child has been identified as possibly SEN, they will be closely monitored by staff in order to gauge their level of learning, strengths and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- g) If concerns persist, parents will be consulted prior to the child being put on a SEN support plan. This plan will be individually tailored to the child and reviewed termly.

Quality First Provision

To enable all children to access learning, staff adapt the curriculum, learning environment and teaching styles to suit any individual and group needs.

Classrooms are organised with visual aids, clearly labelled resources, ICT is used to support children in a variety of ways. Children may record their work in a variety of ways which supports their learning style and particular needs.

Children with processing and language and communication difficulties are given short, clear instructions and longer thinking time. Children with specific difficulties such as dyslexia have access to dyslexia friendly reading books, paper, computer programmes and interventions
Children have access to learning aids such as coloured overlays/rulers for reading, special pencil grips, special pens and scissors, sloping writing boards, word banks, number lines/100 squares, prompt cards, bubble cushions and fidget toys.

We recognise that children have different styles of learning and teachers use a multi-sensory approach to learning to enable children to develop their preferred learning style and ICT is used to support this in many areas of the curriculum.

SEN Support

If children are identified as having a special educational need then school will follow a 'graduated approach' to support their needs.

Through assessment and monitoring, children may be identified as needing further support, above and beyond quality first teaching and may receive extra support through intervention groups. Children may be given a SEN Support plan and parents and children will be invited to contribute to this plan. Targets will be set and external agencies may be involved for further advice and support with parents' permission. Targets are reviewed and new ones set as they are achieved.

We work closely with Educational Psychologists, speech and language therapists, occupational therapists, paediatricians, specialist teachers, physiotherapists and our school nurse to provide the support and provision tailored to each child's needs. Specific programmes are delivered by experienced, qualified teaching assistants in small groups or 1:1. Programmes such as Lexia, IDL, 1st Class @ number and spelling programmes are used, dependent on the child's needs.

Monitoring Progress

SMART targets are set for pupils with SEN support plans. **SMART** targets are **S**imple, **M**easurable, **A**chievable, **R**ealistic and **T**imed. For children with SEN support plans, there will be regular reviews with parents, class teacher, other relevant school staff and, where appropriate, practitioners from outside agencies. Targets will be reviewed and adjusted when achieved or more time given/additional support provided if these are not achieved.

Transition

Children with additional or special educational needs may require more support than their peers through times of transition. This can be when entering the nursery from other settings, when changing classes or key stages or when transferring to a new school or high school. Class teachers, our Pastoral mentor and the SEN coordinator will work together to help these transitions to run smoothly. Children may have extra visits to a new class or school and the SENCO from the high school/new setting will liaise with our SENCO so that preparations are put in place prior to a child's transition. Parents and children will be involved in this process to make this transition smooth as possible.

Quality of Provision

It is the responsibility of the class teacher to establish a SEN Support Plan where this is deemed necessary for children in their class, and to provide relevant Quality First teaching approaches. Parents and children's views will enable us to reflect on the provision made. Children's views may be obtained through simple questionnaires, discussions with teachers and drawings. Support plans will be monitored by the Senior Leadership Team and supported by the SENCO and external agencies if needed.

Supporting Pupils with Social and Emotional Needs

At St Benedict's we provide a range of pastoral care and support for children and their families. As well as all staff providing support when needed, we have a pastoral mentor, Mrs Rugen, who is available to provide advice and support in school. She works closely with other agencies such the school nurse, CAF support and children's centres to help those in need of emotional and social support. Mrs Rugen also supports children with transitions to provide reassurance for both children and parents throughout this process.

This policy was reviewed in September 2018 and will be reviewed in September 2020.