

St. Antony's Catholic Primary School

**Upton Avenue,
Forest Gate, London,
E7 9PN**

Special Education Needs and Inclusion Policy

(a separate Accessibility Plan is available)

"Employing quality first teaching and the principles of a graduated approach, leads to all teachers being responsible for children with SEN in their classes."

JULY 2015

1. Introduction

1.1 This policy promotes the successful inclusion of pupils with Special Educational Needs and disabilities (SEND) at St Antony's Catholic School.

1.2 St Antony's Catholic School provides a broad and balanced curriculum for all children. We are committed to offering an inclusive education to ensure the best possible progress for all pupils, whatever their needs or disabilities. Not all pupils with a disability have SEN and not all with SEN meet the definition of disability, however this policy covers all of these pupils.

1.3 Pupils with a disability have SEND if they have any difficulty with accessing the curriculum therefore needing special provision to be made for them. Special provision is anything that is additional and different from what is normally available in school.

1.4 The Early Years Foundation Stage or the National Curriculum is our starting point for planning that meets the specific needs of individual and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Children with barriers to learning mean that they have SEND and may require particular action by the school. This is referred to as SEND support. There is a register that helps one to identify these children.

1.5 Children may have SEN either throughout or at any time during their school career. This policy ensures curriculum planning and assessment for pupils with SEN and takes account of the type and extent of the difficulty experienced by the child.

2. Aims and objectives

2.1 The aims of the policy are:

- To create an environment that meets the SEND needs of the pupil.
- To ensure that the needs of the pupil are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for pupils with SEND.

- To enable all children to have access to all element of the school curriculum.
- To promote and maintain effective communication between all those involved with the pupil, i.e. parents, teachers, staff and external agencies.
- To ensure that the views of all the pupils are taken into account.
- To enable early identification of those children with SEND, either by parents, health services or members of staff.

3. Educational Inclusion

3.1 In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of our pupils and want them to feel that they are a valued part of the school, and the wider community.

- Teachers provide High Quality Teaching within the normal day to day lessons and provide differentiated learning opportunities for all children and have full access to the curriculum
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their needs
- SEND may be used to explain when children are delayed or slower in progress but is not an excuse for not making progress. We make every effort to narrow the gap in attainment between vulnerable groups compared to others.

3.2 We respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Have different styles of learning
- Acquire, process and communicate information at different rates
- Need a range of teaching approaches and experiences

3.3 Staff respond to the needs of pupils by:

- Providing support to access the curriculum
- Planning to develop their understanding through the use of their sense and experiences
- Helping children to manage their behaviour, improve their social skills and to take part in learning effectively (as outlined in the Behaviour Policy)

3.4- How do we identify and assess pupils with SEND?

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

Plan, Do, Review”. This means that we will:

- Assess a child’s special educational needs
- Plan the provision to meet your child’s aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child’s special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

It is important that any are picked up as early as. We track pupil progress really closely to ensure that this happens

3.5. SEN Intervention

3.6 The IEP will record the achievement criteria and teaching strategies to be used. It will also indicate the planned outcomes with the date for the plan to be reviewed.

3.7 If the review identifies that support is needed from outside agencies, we will consult parents/carers prior to adding any extra support. The enhanced level of intervention is called SEN Support. The class teacher will offer interventions that are different or additional to those provided as part of the school’s usual working practices. The school will keep parents informed and liaise with them for additional information.

The Special Educational Needs Coordinator (SENCO) will become involved at this point and will take the lead in further assessments of the child’s needs.

3.8 We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

3.9 If the IEP review identifies that support is needed from outside services, we will consult parents prior to any intervention. In most cases, children will be seen in school, by external support services. This may lead to additional or different strategies to those at SEND. This enhanced level of support is called SEND Support. External support services will provide information for the child's new IEP. The new strategies within the IEP will, whenever possible, be implemented in the child's normal classroom setting.

4.0 If the child continues to demonstrate a significant cause for concern, a request for Statutory Assessment will be made to the LEA, known as Educational and health Care Plan. A range of written evidence about the child will support the request. Some pupils may be given a statement of SEND.

The designated person responsible for coordinating SEND is Shelly Ann Clunis.

4.1 The role of the SENCO

- Manages the day to day operation of the policy
- Coordinates the provision for and manages the responses to children's SEND
- Supports and advises colleagues
- Oversees the records of all children with SEND
- Acts as the link with parents
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the SEND provision and reports to the Governing Body
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND
- Contributes to the professional development of all staff
- Attend cluster group meetings and disseminate information to the staff.

4.2 The role of the Governing Body

4.3 The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEND. This Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

4.4. Allocation of resources

4.5 The SENCO is responsible for the operational management of the specified and agreed resorting of the SEND provision within the school, including the provision for children with statements of SEND.

4.6 The Headteacher and Link Governor informs the governing body of how the funding allocated to support SEND has been employed.

4.7 The Headteacher, Link Governor and the SENCO meet regularly to discuss and agree on how funding should be allocated.

4.8 All teaching assistants have access to a range of courses offered by the Tunmarsh Centre. They are encouraged to attend courses on a termly basis. The need for in-service training is recognised by all staff members therefore and annual audit of training needs is made, taking into account the school priorities as well as personal professional development.

4.9 The Learning Mentor (LM) works within the school. She works individually with pupils or sometimes with groups. The LM also works closely with the SENCO.

5. Assessment

5.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

5.2 The class teacher and the SENCO assess and monitor the children's process in line with existing school practices. This is an ongoing process.

5.3 The SENCO works closely with parents and teacher to plan an appropriate programme of support.

6. Access to the curriculum

6.1 All children have an entitlement to a broad and balanced curriculum, which is suitably differentiated to meet their needs.

6.2 Teacher's use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

6.3 Individual education plans, which employ a small-steps approach feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into graded steps and targets, we ensure that children experience success.

6.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when one to one or group support outside the classroom environment is appropriate.

7. Partnership with parents

7.1. The school works closely with parents in the support of those with SEND.

We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with SEND.

7.2 The Governor's Annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in SEND and is willing to talk to parents.

7.3 We have regular meetings each term to share the progress of children with SEND with their parents. We inform the parents of any outside intervention, and we share the progress of decision making by providing clear information relating to the education of children.

8. Pupil participation

8.1 In our school we encourage children to take responsibility and to make decisions. This is the culture of our school and relates to children of all ages.

8.2 Children are involved at an appropriate level in setting targets for their IEPs in the termly review meetings. Pupils are encouraged to record their own view about their targets and performance.

9. Monitoring and evaluation

9.1 The SENCO monitors the movement of children within the SEND school system. The SENCO provides staff and governors with regular summaries of the impact of the policy in the school.

9.2 All IEPs are fully evaluated by documenting the outcome in the areas provided. Continued information should be recorded on progress sheets and communication books.

9.3 Completion of SEND review forms, further aids the monitoring process.

9.4 For pupils who have a statement of SEND, progress and support outlined in their statement will be reviewed annually. Pupils who receive Exceptional Resource Provision will also have annual reviews. All reports are sent to the Local Education Authority.

9.5 Advanced planning for pupils in Year 5 will allow for appropriate options to be considered and their statements to be rewritten. The special Educational Needs Officer and the SENCO from the secondary school will be invited to the annual review meeting. The SENCO and Learning Mentor attend the yearly transition meeting for Year 6 who are on the Code of Practice.

9.6 The SENCO and the head teacher hold regular progress meetings to monitor and assess pupil progress.

Approved by:

Date updated: JULY 2015

Date to be reviewed: JULY 2016