

St Thomas More R.C Primary School

Special Educational Needs & Inclusion Policy

A hard copy of this policy is available for all parents who request one.

Rationale

We value all of our pupils at St Thomas More R.C Primary School. We believe that all children have an equal right to an education that enables them to develop full their personal, social and intellectual potential. At St Thomas More R.C Primary School, we have a commitment to high achievement and we strive to provide all of our children with a quality of education appropriate to their individual needs.

Aims

As outlined in the *SEND Code of Practice 2014*

All children and young people are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives

A pupil has Special Educational Needs where their learning or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and within the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulty
- Sensory and/or physical need

At St Thomas More Primary School our objectives are:

- To identify and provide support for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
- To create a support structure to enable individuals to achieve

The Role of the SENCO

The Special Educational Needs co-ordinator for St Thomas More RC Primary School is currently Miss Helen Hughff (NASENCo Award) and a member of the Senior Leadership Team (SLT).

The SENCO is able to represent SEN in all decision-making and strategic planning. This involves attending Governing Body meetings when required and being a partner in writing the SEN section of the school profile.

The SENCO has half a day fortnightly as non-contact time

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Line manager for HLTA, and TA's
- Attend termly meetings with each year group to review progress/SSP's
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment where appropriate and ensure parents are informed
- Liaise with the advising colleagues
- Work with external agencies and support staff to ensure school use any extra support in the most effective way
- Be involved in strategic planning for SEND by identifying future needs and contributing a plan for inclusion in the School Improvement Plan
- Monitor and evaluate the quality of teaching, learning and standards of pupils' achievements and practice (including carrying out classroom observations, sampling of work, talking to children and parents about action taken and outcomes), setting targets for improvement
- Write termly reports on the progress for SEND, Disadvantaged (Free school Meals and Pupil Premium) and More Able pupils for Governors

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgments about children's performance in relation to national expectation. These judgments will be discussed with SENCO when concerns arise.

We also identify SEN needs through:

- Half termly data gathered from school assessments
- Information directly given by parents
- Recommendations from other professionals such as: Health and Social Care

Level	Triggers	Process
Monitor	<p>If a child has been identified by the Class teacher, or through ½ termly data as failing to make progress they will monitor the child.</p> <p>Further discussions will take place during Pupil Progress meetings</p>	<ul style="list-style-type: none"> • Area of difficulty will be established • Discussion with parents • Strategies and differentiation of the curriculum will be initiated • Wave 1 interventions
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to:</p> <ul style="list-style-type: none"> • Poor attendance and punctuality • LAC • Medical needs • Behaviour /Mental health issues 	<ul style="list-style-type: none"> • Pastoral Lead involvement • Team around the child and parents • Parent support • CAF • Behaviour Tracking (monitoring)
SEN Support	<p>After a period of monitoring, if a child:</p> <ul style="list-style-type: none"> • Continues to make little or no progress • Is working at curriculum levels significantly below that expected of a child of a similar age • Has sensory or physical needs and requires a specialist service • Has an-ongoing communication or interaction difficulties, which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	<ul style="list-style-type: none"> • Specific targeted support put in place • Further assessments may be arranged • Referral to outside agencies e.g. Educational Psychologist • Wave 2 interventions
ECHP	<p>If a child:</p> <ul style="list-style-type: none"> • Continues to make little or no progress in relation to specific targets. • Continues to work curriculum levels substantially below what is expected 	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

	<ul style="list-style-type: none"> • Requires specialist support. • It may be decided, in discussion with parents and multi-agency meetings, that there is a need to apply for an EHCP 	
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There should not be an assumption that all children progress at the same rate. A judgment has to be made in each case as to what is reasonable for a child to achieve. Where progress is not adequate it will be necessary to make some additional or different action to enable the pupil to learn more effectively.

Admission Arrangements

With due regard to parental preference and the accessibility of the school building, all children with special educational needs who apply, will be accepted into the school.

All children will be taught a broad and balanced curriculum. Where children require extra support, resources and extension materials, they will be provided wherever possible.

The arrangement for co-ordinating educational provision for pupils with SEND lies jointly between the SENCO and class teachers.

St Thomas More RC Primary School will admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN will be treated as fairly as all other applicants for admission through the application of the criteria in the governors’ admissions policy, and, where applicable, careful consideration of the accessibility of the building.

Levels of identification of SEN needs

Intervention strategies to support children with SEN

Work is differentiated and groups are supported at the appropriate levels to provide specific targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Wave 1	<ul style="list-style-type: none"> • Quality First Teaching
Wave 2	<p><u>Catch up' interventions</u></p> <ul style="list-style-type: none"> • ELS, L&S,
Wave 3	<ul style="list-style-type: none"> • Educational Psychologist • Hearing/Visual Services • Speech and Language • Learning and Language Support • Pastoral lead involvement • CAMHs

External Support Agencies

When children require additional support the SENCo may also seek advice from other professionals. These include:

- Educational Psychologist
- Learning and language Support
- Speech and Language
- Counselling support services (e.g. REACH)
- School Nurse
- Hearing/Visual services
- SEN Support Team

These external services should advise teachers about targets, provide specialist assessment and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Partnership with parents and pupils

The school will endeavour to:

Provide clear and accurate information about a child's SEN and the purpose of any assessment, Sen Support Plan (SSP) or intervention

Ensure that the pupil and parents understand the agreed outcomes of any intervention and how they can be a partner in working towards their targets
Be aware of any local support or advocacy services for children

It is the responsibility of the class teacher to send out the child's SSP if parents do not attend review meeting.

Links with other mainstream and special schools

This school has links with the secondary school Trinity Academy which receive our children. We also have strong links with Holmwood, Easterside Primary and the Multi Academy Trust.

Arrangements for considering complaints about special educational provision within school

- 1: Initially these should be referred to the class teacher and SENCO and a meeting will be arranged to discuss the problem.
- 2: Depending on the outcome of this meeting, referral would be made to the SENCO and then the Head Teacher as appropriate.
- 3: The parent would be informed of the name of the Governor with the responsibility for monitoring the SEN policy and the existence of the list of LEA identified/nominated persons who could help them deal with their problem.

As we aim to make the parents and the child feel as if they are part of the whole process and aware of how vital we feel their contribution is, we hope that we can resolve any difficulties or complaints within the school.

Documentation required –

- Green SEN files stored in a locked filing cabinet
Pupil assessment information e.g. Development Matters (Early Learning Goals), P-levels, YARC, teacher assessment and diagnostic tests
- SEN-R registration from signed parent(s)/guardian(s) - [Appendix 1](#) (Pupils cannot be registered without this documentation - [see appendix](#))
- Action summary sheet from Educational Psychologist, if applicable
- Multi-disciplinary team reports, if applicable
- SSP - this should only record that which is additional to, or different from, the differentiated curriculum plan that is in place for all children
- The SEN register will be kept by the SENCO and in the central office

Review date - October 2019