

ST. GERARD'S CATHOLIC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Our Mission Statement

'With Christ at our side and St Gerard as our guide we live, love, learn and pray together'

Reviewed: May 2018
Next review: May 2021



St Gerard's Catholic Primary School

Special Educational Needs (SEN) Policy

As a school we aim to:

- Address the needs of all pupils who may have special educational needs either throughout, or at any time during their period at the school.
- Identify and assess children who may have special educational needs as early and as thoroughly as is possible.
- Give children the greatest possible access to a broad and balanced curriculum including the National Curriculum/Foundation stage curriculum and ensure that provision matches the nature of the child's special educational needs.
- Differentiate teaching/learning according to need and expect realistic outcomes.
- Ensure a continuity of provision throughout the school.
- Keep careful, objective assessments – measured against the child's previous attainment.
- Wherever possible ascertain, record and take into account the child's views. Encourage partnership with parents and consider their views and concerns.
- Value the knowledge, views and experience of parents and ensure the greatest possible degree of partnership between parents, their children, the school, the LA and other agencies, including those concerned with child health, education welfare and social services.

THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

The Class Teacher is responsible for:

- Assessing the educational needs of the children in their charge, and for making appropriate provision within their classroom;
- Ensuring that the work set is appropriate for each child, bearing in mind the demands of the National Curriculum and every child's entitlement to it. S/he needs to be aware of the ways in which teaching and learning can be differentiated;
- Referring to the appropriate co-ordinator for specific advice when a child fails to make progress in a certain curriculum area;
- Liaising with the SENCO to register a child on the school's Special Educational Needs List;
- Setting appropriate targets and differentiation for children who are a cause for concern and those with SEN;
- Informal meetings with the parents of children who are a cause for concern;
- Following in-school procedures relating to the Code of Practice;
- Assessing the progress of SEN children using the STAT Sheffield tracking system used by the school.

The SENCO is responsible for:

- The day-to-day operation of the School's SEN policy;
- Liaising with and advising fellow teachers in collaboration with teachers/parents/agencies;
- Co-ordinating provision for children with special educational needs;
- Maintaining the School's SEN list and overseeing the records of all pupils with special educational needs;
- Regular review meetings with parents (minimum of one per term).

- Contributing to the in-service training of staff, with particular regard to newly qualified teachers;
- Liaising with external agencies, including the Educational Psychology Service and other support Services, medical and social services, speech/language and Outreach Workers;
- Informing Governing body of SEN list and changes to code of practice (Kirstie White, Governor)
- Monitoring the progress of SEN children.

The Head teacher is responsible for:

- Determining School Policy with Governors, including staffing and funding arrangements;
- Managing quality provision, which reflects policy;
- Ensuring confidentiality of information as appropriate;
- Modifying or dis-applying the National Curriculum;
- Liaison with Social Services/Child protection (designated person HT. Mrs C Buck).

Mr A Crehan (Deputy Head) will be designated person in the absence of Mrs Buck. Other staff have attended training.

Initial cause for concern:

Teachers to inform SENCO and parents of concerns, SENCO to record this and keep with SEN list. Teachers will plan and implement further differentiation or intervention support and monitor progress using the school's STAT Sheffield and intervention monitoring sheet. Reviews to take place termly or more often if necessary.

Children who fail to make progress over a minimum of two review dates may be referred to the SENCO by the class teacher with a view to moving on to the SEN list for SEN Support.

SEN Support

The SENCO will arrange further assessment if necessary, contact parents and arrange a meeting, meet with the class teacher and teaching assistant to plan and co-ordinate the ways to support the child and possible interventions that could be put into place. Termly reviews will take place including teacher, parent and child.

If a child fails to make progress over a minimum of two reviews the SENCO will contact the appropriate outside agencies and ask for further help. Parents will be informed and their consent sought.

With this support in place, any child who fails to make progress over a minimum of two reviews (six months) may move on to a provision plan.

A provision plan will be developed with the help of outside agencies. The SENCO, Class Teacher, and all agencies involved with the pupil complete a CRISP assessment in order to determine the pupil's needs. If the school is unable to give the appropriate provision to the pupil then the Head teacher will request statutory assessment for an Education, Health and Care Plan.

In some circumstances, progress through each stage can be accelerated according to the needs of the child. Parents will be kept informed at each stage.

BEHAVIOUR AND DISCIPLINE

Children who present behavioural and/or discipline problems are dealt with through the school's behaviour policy and may be referred to the behaviour support service.

ADMISSIONS POLICY

St. Gerard's School operates its own admissions policy drawn up by the Governing Body.

SPECIALISMS AND SPECIAL UNITS

St. Gerard's School does not at present have any particular SEN specialism or special unit.

ACCESS FOR THE DISABLED

Access for the disabled includes ramps, disabled toilets and highlighted steps. We will make every effort to accommodate any child wishing to come to St. Gerard's School by complying with the L.E.A procedure.

ALLOCATION OF RESOURCES

The Governing Body seeks to ensure that adequate resources of all kinds are available subject to budgetary constraints.

INTEGRATION ARRANGEMENTS

Children with special educational needs are fully integrated into all the activities of the school as far as it is practical and compliable with their receiving the necessary educational provision, the efficient education of other children, and the efficient use of resources.

SEN Code of Practice 2014 states - Schools must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN and ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. Paragraph 6.2.

PARTNERSHIP

ACCESS FOR PARENTS

Parents are welcomed into school to discuss any concerns they may have about their child through appointments with the class teacher, SENCO or Head Teacher. They are invited to attend and contribute to reviews every term and are asked for permission before any outside agencies are involved.

LA SUPPORT SERVICES

Support services currently provided can be found on the Birmingham Local Offer for Special Educational Needs (SEN) and disability website: <https://www.birmingham.gov.uk/senar> .

A link to this site can be found in the SEN information report in the parent's section of the school's website.

Parents are made aware of relevant agencies as necessary.

LINKS WITH HEALTH, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS

Appropriate agencies, such as the School Nurse team and Speech Therapist are contacted by the SENCO for individual children. Parents can make self-referrals to these agencies.

The Head Teacher, or other appropriate members of staff, attends case conferences with Social Services.

EXPERIENCE, QUALIFICATIONS AND IN-SERVICE TRAINING

The Head Teacher ensures that there is appropriate provision for in-service training.

DEALING WITH COMPLAINTS

The school follows LA policy and guidelines when dealing with complaints.

Where a parent has a concern or complaint they are encouraged first to discuss the concern with the class teacher. If this is not sufficient they may arrange to meet with the SENCO. Any concern, which is still unresolved, will then be taken to the Head Teacher. The school will then follow LA guidelines for any complaints, which have still not been dealt with satisfactorily.