

St Edward's Catholic Junior School

"I can do all things through Christ who strengthens me".
Philippians 4: 13



Special Education Provision Policy

This school believes that Christ loves us all as special unique individuals. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school we recognise a child's right to a broad, balanced, relevant curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Key Objectives for Special Educational Needs

The school together with the Breakfast & Afterschool provision aims to:

- help pupils develop their personalities, skills and abilities
- provide appropriate teaching which makes learning challenging and enjoyable
- provide equality of educational opportunity
- provide waves of provision through provision mapping
- track the progress of pupils with special educational needs

Roles and Responsibilities

Roles

The person responsible for the co-ordination of the school's SEN provision is Mrs Alison Weaver the Special Educational Needs and Disability Co-ordinator (SENDCo).

Responsibilities

It is the responsibility of the class teacher:

- to identify a child with special educational needs and inform the SENDCo
- to draw up and review termly SEN Support Plan when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the child access the full curriculum
- to discuss the child's needs and school interventions with the parents and the child
- to keep records and evidence of the child's progress
- to use Teaching Assistant (TA) time, where possible, to support a child 1 to 1, or as part of a group, within or out of the classroom.

It is the responsibility of the TAs:

- to support the teacher in delivering the actions outlined on the SEN Support Plan
- to keep a record of the work they do with a pupil
- to keep the class teacher informed of progress or problems.

It is the responsibility of the SEND Co-ordinator:

- to oversee the day-to-day operation of the school's SEN policy
- to coordinate provision for children with special educational needs
- to liaise with and advise fellow teachers
- to manage special TAs
- to oversee the records of all children with special educational needs
- to liaise with parents of children with special educational needs
- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies to ensure that the school complies with the Code of Practice Guidance.

It is the responsibility of the Governing Body:

- to ensure that the school has a nominated Governor who monitors the implementation of this policy and commits to regular meetings with the SEND Co-ordinator
- to consult with the LEA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to report the pupil's profile to parents annually about SEND
- to review policy arrangements.

Admission Arrangements

The school provides for children with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy of the governing body.

Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(Special educational needs and disability code of practice: 0 to 25 years, June 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

There are four main areas of need:

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

Some pupils may have needs that fall into more than one category.

Special Facilities

- The school provides soundfield systems in some classrooms in each year group and in the main hall.
- There is a dedicated SEND teaching room with interactive smartboard, laptop and range of resources.

Identification, Assessment and Provision

SEN List

As recommended by Buckinghamshire Guidance, the SENDCo keeps a list of pupils who have been identified as requiring special educational support, or who have Educational Health Care Plans (EHCP). The list is updated twice a year and a copy given to the Head Teacher.

Allocation of Resources

The local authority allocates 'notional' funding through the school's budget. All other children's needs will be met through the school budget and reasonable adjustments will be made in line with The Equalities Act 2010. Where a child's needs are impacting on their learning, and reasonable adjustments alone are not sufficient, an 'SEN Support Plan' will be put in place. Only children with the most complex and long term needs, which impact on learning, will require an 'Education, Health and Care Plan'. For children whose needs are not long term but do have an impact on their learning and cannot be met within the school's budget, 'High Needs Funding' may be applied for.

The funding is spent to meet the needs of the children through class teacher and Special Needs Co-ordinator (SENDCo) time, educational Psychologist, Teaching Assistant support time, Specialist Teacher Service (STS), Health Services, In-service training (INSET) and purchase of resources. The Head Teacher delegates the responsibility of the SEND budget to the SENDCo; spending is mostly based on the needs of the children and priority areas identified by the Senior Leadership Team and set out in the School Improvement Plan.

In the first instance class teachers take responsibility for ensuring that pupils with Special Educational Needs have full access to the curriculum. They provide suitably differentiated work for the pupils, scaffold support for tasks and provide any adapted equipment required. With guidance from the class teacher, the TAs assist in delivering work programmes for the children. The SENDCo offers advice and support where necessary, and guidance is also sought from external agencies.

When a pupil has an 'SEN support Plan' School, Parents, The Child and Agencies, as appropriate, will be involved in the whole process.

One or all of the following will be included in the plan:

- Parents will be asked to provide information regarding family history, including medical needs, aspirations, education and health
- The pupil will draw up an information sheet about themselves, with support if necessary.
- Targets will be drawn up and reviewed 3 times a year

The School will provide up to £6000 of provision.

If the pupil's needs cannot be met within the school budget allowance of £6000 then a Request for an 'Education, Health and Care Plan' will be made.

If at the review of a child's SEND Support plan meeting, it is unanimously agreed that there is insufficient progress, then a request for an EHC needs assessment should be completed.

Current Statements of Special Educational Needs will remain in place until Bucks CC convert them to EHC plans.

The Education, Health and Care Plan

The basis of the EHC plan will be educational

- For Educational needs alone
- OR
- In combination with Health and/or Care needs
 - If there are no identified educational needs and EHC Plan will not be appropriate.

If, it is agreed that an Education, Health and Care Plan is appropriate a Draft EHC plan is issued by county. When all interested parties agree with the proposed plan – the EHC plan is finalised and put in place.

Reviews

Regular reviews will take place throughout the year.

Inclusion

This school supports the principles of the Special educational needs and disability code of practice: 0 to 25 years (June 2014) and the Equality Act 2010.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must

be a reality for our children. Pupils with SEND engage in the activities of the school together with pupils who do not have SEN. Children are withdrawn from class if specific programmes are being used with individuals or groups of children that are more effective in a quieter or different setting. Reasonable adjustments are made as necessary to involve inclusion in school activities including extra curricular activities, clubs and school, journeys.

St Edward's aims to modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work. We follow three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school recognises that parents have a vital role to play in supporting their child's education, and that the views of the child should be taken into account. Responsibility for ensuring that a child's special educational needs are met is shared by teachers, all of whom are teachers of SEN, governors, parents and the children themselves.

Complaints

The school aims to have good communication and relationships with parents/carers, but if you have a complaint concerning the provision made at the school, please contact the SENDCo in the first instance.

If you would like to take the complaint further please contact the Head Teacher. If you are still not satisfied please request a copy of the complaints procedure from the School Office.

In Service Training

St Edward's Catholic Junior School is committed to professional development for all staff in areas related to SEN. Support staff and midday supervisors, when appropriate, are invited to training sessions carried out in school and are made aware of and encouraged to attend relevant courses.

Regular training is arranged by the SENDCo to make staff aware of the needs and requirements of particular children, or specific areas of difficulty in the school. This has included, for example, training relating to hearing impairment, visual impairment and behaviour management. Regular updates are arranged for new staff as necessary. Some training takes place on an annual basis.

External Agencies

St Edward's Catholic Junior School has very good working relationships with many external agencies, many of which have current involvement with the school on either a weekly, fortnightly, half-termly or termly basis.

The Role of the Parent

We offer a 'Family Centred System' where parents/carers and children are actively involved in the process.

The participation of the parent, to support the work that we do in school, is highly valued and parents are encouraged to contact their child's class teacher to keep the school informed

and up-to-date about their child's needs. Appointments can also be made to speak to the SENDCo by contacting the school office.

Additional to the school's usual form of reporting to parents, parents of children with SEND have three opportunities per academic year to discuss the progress made and future provision that their child will receive and also to include their views when support plans are reviewed.

The Parent Partnership Service provides impartial information, advice and support to parents/carers of children with special educational needs.

Transition Between Schools

Year 2/3 Transition

St Edward's Catholic Junior School has very good links with St Joseph's Catholic Infant from which most of our intake comes.

A smooth transition for children with SEN is enhanced by the following procedures:

- Liaison between the SENDCo's from both schools in the summer term prior to the transition.
- Liaison between Year 2 and Year 3 class teachers.
- Discussion/meeting with parents/class teacher/SENDCo as required.
- A transition programme which can involve some or all of the following: extra visits to St Edward's, meeting the new teacher or/and support staff that will be working with a pupil, photographs of the school environment/staff.

If a pupil with SEND is joining us from a school other than St Joseph's every attempt will be made to include as much of the transition programme as possible as outlined above.

Year 6/7 Transition

This involves liaison with a number of Secondary Schools. The SENDCo at St Edward's aims to:

- contact by phone the SENDCo at each school to inform them of the difficulties and needs of the all pupils with SEND
- send all relevant paper work to the SENDCo of the relevant secondary school, including reports and SEN Support Plans/EHC Plans/Statements
- meet with the SENDCo/Head of Year if necessary
- have year 6 class Teachers meet with a teacher representative from the receiving school
- carry out a Transition Programme during Year 6 with focus children, if required
- request the involvement of the educational Psychology service for transitional support if required.

(This policy should be read in conjunction with the following school policies: Equal opportunities; Able and Talented children; Racial Equality; Inclusion Policy, Child Protection).

Mrs Alison Weaver – SENDCo

September 2019