



ST. JOHN'S CATHOLIC PRIMARY SCHOOL

The Diocese of Westminster Academy Trust

Providence Way

Baldock

Hertfordshire

SG7 6TT

Head Teacher: Ms A. Hanou

www.stjohns4.herts.sch.uk

Tel: 01462 892478 Fax: 01462 892683 E-mail: admin@stjohns4.herts.sch.uk

Special Educational Needs Policy

'Let the light of Christ shine in us'

In accordance with our Mission Statement, our Vision for our school and our values, all of which are deeply rooted in Christian ethos and the teachings of the Gospels, we pledge to respect the equal human rights of all our pupils. We shall educate them about, and provide them with, equality. St John's School accepts and values individuals of every colour and origin, sex, age, physical and mental ability. All are of equal importance in the sight of God and will be equally accorded the respect and dignity due to the children of God.

What is Special Educational Needs (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 or mainstream post-16 institutions.

Many children or young people who have SEN may have a disability under the Equality Act 2010:

- 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.

This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. However, we do also recognise that some children and young people with such conditions do not necessarily have SEN.

Aims:

1. To enable each child to reach their full potential.
2. To continue to develop our whole school approach to meeting the individual needs of all pupils.
3. To work in line with the SEN Code of Practice and the Equality Act.
4. To work closely with the Governing Body who will challenge the impact of the provision made.
5. To promote the early identification of needs and assessment of specific needs.
6. To promote inclusive education by accepting responsibility for teaching all pupils attending the school.
7. To provide staff training to constantly update our knowledge and skills.
8. To provide support to teachers for curriculum planning, for differentiation in the curriculum, for consideration of appropriate teaching styles, and for evaluating outcomes.
9. To develop close working partnerships with parents and to always take into account their views.
10. To work with education, health and social care professionals to provide support, where appropriate.
11. To monitor and record progress and attainment and to ensure information is transferred to key personnel.
12. To publish our SEN Information Report and Local Offer on the school website.

Objectives:

1. To meet the needs of children with special educational needs and disabilities.
2. To allow all children access to a broad and balanced curriculum, whatever their ability and aptitude.
3. To give quality provision in the classroom for children with special educational needs and disabilities.
4. To maintain records of progress for all children.

5. To keep full records of relevant discussions with parents and other professionals.
6. To ensure that all children who receive additional interventions or 1 to 1 support are listed on the Year group Provision Map.

Identifying SEN:

The Code of Practice outlines four broad areas of special educational need. The identification of area(s) of need enable us to plan for the most appropriate provision.

The Four Broad Areas of SEN are:

- Communication and Interaction (includes speech and language)
- Cognition and Learning (includes dyslexia and dyspraxia)
- Social, Emotional and Mental Health (includes ADD, ADHD)
- Sensory and/or Physical Needs (includes vision, hearing and Physical disability)

A Graduated Approach to SEN:

All teachers are responsible for the progress and development of the children in their class. All teachers will provide quality teaching to meet the needs of every child. A range of teaching strategies will be used by all teachers, which will include differentiation of resources, activities, support and outcomes. At certain points in the year pupil progress meetings take place between the class teacher and the Headteacher to review the progress of all children in the class.

When a child has been identified as not making adequate progress the class teacher will increase the amount of support for the child. This may include a maths intervention group or daily reading to a teaching assistant. The additional interventions or support are populated on the year groups Provision Map which is updated termly following a meeting between the class teacher and Special Educational Needs Co-ordinator (SENCo). During this meeting the child's current progress will be reviewed against expected outcome. Children who are receiving additional interventions or support may not necessarily be described as having SEN but require 'catch up' support.

For a small number of children the additional interventions or support may not be enabling them to make adequate progress and therefore "*has a significantly greater difficulty in learning than the majority of others of the same age*" at this point the child will be identified as having SEN. They will be recorded on the school data-base as 'SEN Support'.

At this stage the class teacher will meet with the SENCo. They will analyse the child's progress against expected outcomes alongside any barriers to learning when considering the next steps for the child. We will then begin the 4-Part Cycle:

- **Assess** – Parents and child to attend a meeting. At this point the child's current progress, any barriers to learning and any home concerns will be discussed.

- **Plan** – During the same meeting a plan is created which may include agreed adjustments, interventions or additional support and decide on our expected outcomes for the child. At this point a date is decided for when the plan will be reviewed. The plan will usually last one term but this will vary depending on the individual needs.
- **Do** – This is the period of time when the plan is carried out. An evidence log may be used to record interventions.
- **Review** – During this meeting school, parents and child will discuss the effectiveness of the adjustments, interventions or additional support and the impact on the child's progress. The child may have made adequate progress during this period of time and they can be monitored via the year groups Provision Map and regular pupil progress meetings. Alternatively, it may be decided to revisit the 4-Part Cycle again.

At all times during this process the views of the parents and child are crucial during any decision making.

In consultation with the parents the school may seek additional advice from outside professionals to support the needs of a child. At St. John's we work closely with:

- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- Grange SPLD Base
- Advisory Teachers
- Family Support Worker

Education, Health and Care Plan (EHC plan)

For a small minority of children SEN support may not be effective in enabling the child to make expected progress. At this point the school or parents should consider requesting an Education, Health and Care needs assessment. Please contact the SENCo for further information.

Common Assessment Framework

If a pupil has complex needs and more than one outside professional involved, a Common Assessment Framework (eCAF) may be completed and a Team Around the Child meeting held with the parents, professionals and the child. Following this meeting a CAF action plan will be created detailing targets which are reviewed regularly.

Roles and Responsibilities:

The Role of the SENCo:

1. The SENCo, in collaboration with the Headteacher and Governing Body, will help to determine the strategic development of the SEN policy and provision in the school.
2. The SENCo will take day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and other outside professionals.
3. The SENCo will provide professional guidance to staff with the aim of securing high quality teaching for children with SEN.
4. The SENCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The Key Responsibilities of the SENCo include:

1. Overseeing the day-to-day operation of the school's SEN policy.
2. Co-ordinating provision for children with SEN.
3. Advising on the graduated approach.
4. Being responsible for the SEN budget and purchasing appropriate resources and equipment.
5. Meeting with parents of children with SEN.
6. Being the point of contact for outside professionals including Educational Psychologists, Speech and Language Therapist and Family Support Worker.
7. Ensuring that the school keeps the records of all children with SEN up to date.

Governors:

1. The governing body will monitor all the spending of funds for SEN as is their statutory duty and to ensure its positive impact.

Working with Families:

Parents have a critical part to play in their child's education. The school recognises the importance of working in partnership with parents in order to provide the best learning environment for children. Parents should consider themselves to be partners in decision-making concerning their child. Parents will be involved as soon as any concern is expressed and the school will record and act. Procedures are in place which encourages child and parental involvement. These take the form of Home/School diary, consultation with parents

at all levels of intervention, involvement in decision making and regular contact via the 4 Part Cycle Meetings.

We have a SEN Information Report which is available on our school's website. Alternatively, copies can be requested via the school office. The report outlines the process to follow if you have concerns relating to SEN.

You are able to view the Hertfordshire County Council's Local Offer pages at www.hertsdirect.org/localoffer . In this resource you will find information about services and support available in your local area for parents, children and young people aged 0-25 with special educational needs and disabilities.

We have a family support worker who works closely with all the Baldock schools. Please speak to the Headteacher or the SENCo if you require further details regarding this provision.

Admissions:

The admission of pupils with an Education, Health and Care plan is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of EHC Plans by the child's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. Parents may name St Johns as being the school that can best meet the educational needs for their child; in this case the Governors are compelled to accommodate the child. You are welcome to contact the school for further information.

Working with others:

- **Staff Training and Development** - The Headteacher and Governing Body will encourage and support all staff in this area of training when the budget and the School Development Plan allow. All those attending courses will be given adequate time to feed back to colleagues. Training days and staff meetings will be used as necessary.
- **Outside Agencies** - The SENCo is the link person for contact with other agencies, including health and social services, educational services and voluntary organisations. Permission from parents will be sought before an outside professional is approached regarding your child. All observations and advice from these agencies will be treated with confidentiality and acted upon where possible.
- **Links with other schools** - Information is transferred between feeder schools both verbally and by written documentation. We work very closely with our local Secondary schools to facilitate addition transition visits and projects for those children who require extra support.
- **Resources** - We have a range of resources within the school. Please speak to the SENCo for help and advice regarding them. Additional materials can be borrowed from the Outreach Service at Woolgrove School and the Grange Primary Base for Specific Learning Difficulties. These facilities enable teachers to draw from a wide range of material to meet the needs of particular children in their class.

Accessibility:

It is the school's duty to make our site increasingly assessable. The Equality Policy and Accessibility Action Plan are available on the school website. Alternatively, copies can be requested via the school office.

Storing and Managing Information:

Copies of class provision maps and individual learning plans are held by the class teacher and the SENCo. Along with copies of reports from outside professionals. These records are passed to the new class teacher each September. We will always ask parents permission before sharing records with outside professionals. Any records regarding child protection issues will be stored by the Headteacher who is our Designated Person for Safeguarding.

Complaints:

The procedure for complaints about SEN provision in the school follows the same steps as the school's general complaints policy detailed in the school prospectus. Parents should refer to the Complaints Co-ordinator in the first instance.

Annual Review of the Policy:

The school will review this policy annually with the governing body, assessing its effectiveness in meeting the needs of the children currently in the school and having regard to the Code of Practice.

Key Contacts:

The key contacts for SEN are able to be contacted through the school office.

- **Headteacher** – Ms A Hanou
- **SENCo** – Mrs J Chrysandreas
- **Complaints Co-ordinator** – Mrs A Dodds
- **SEN Governor** – Mrs D Lodge

Date adopted by the governing body:

To be reviewed: Annually in the Summer Term

Signed – Chair of Governors:

