



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

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Special Educational Needs Policy

Please read this policy in conjunction with the [Child Protection and Safeguarding Policies/Disability Discrimination/Inclusion/Teaching and learning Policies](#). The SEN policy pervades all curriculum policies in school.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

- The 2014 SEND code of practice outlines four primary areas of special educational need that include a range of difficulties. These are;

Communication and interaction

Cognition and learning

Social, Emotional & mental health

Sensory and/or physical development

The Equality Act 2010, states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us, 'All teachers are teachers of children with special educational



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needs' (SEND Code of Practice pg. 44). It is important to note that all staff has the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the SENDCo should accompany a structured and well-differentiated teaching programme. The Special Educational Needs & Disability (SEND) Code of Practice, which was revised in 2015, provides guidance on the duties of schools, local authorities and others working with children who have SEND.

A Graduated Response to SEND

All staff has a responsibility for identifying students with Special Educational Need. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEND.
- The name of the school's SENDCo teacher: Pamela Ashworth
- The name of the school's SENDCo governor: Mrs Maureen Sweeney

Roles and Responsibilities:

- SS John Fisher and Thomas More Catholic Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Headteacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- Keeping the Governing Body fully informed.



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- Establish funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND.
- Attend meetings with SENDCo and named Governor as necessary
- To ensure that the needs of SEND children are met within the school.

SENDCo:

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND children together with the Head teacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure Individual Education Plans are written and reviewed termly and shared with parents.
- To ensure that provision for pupils with SEND is mapped.
- To apply for Educational Health Care Plans when need is deemed appropriate, this in conjunction with other relevant agencies.
- To ensure that the impact of SEND interventions is assessed for each pupil
- To meet regularly with the Head teacher to discuss individual children, resources and use of time.
- Maintain and update resources for SEND, ensuring that staff have knowledge/access to materials.
- To give advice on the level of support and on appropriate resources and strategies to support learning to teachers and additional adults.
- To ensure that the school's SEND register & provision map is updated regularly.
- To lead the annual review of the Special Educational Needs & Disability Policy.
- To be in regular contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To lead INSET on SEND in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Class teachers:

- To identify the Special Educational Needs of individual children in their class, adapting their teaching style, use of 'quality first teaching' strategies, differentiation and using



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documentation such as the Manchester 'Matching Provision to Need' at the appropriate Key Stage.

- To know which pupils in their class are on the SEND Register.
- To maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs including termly reviews.
- To write individual IEPs for pupils and ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- Attend all planning and review sessions for IEPs when required.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- Liaise with additional adults in planning, directing and evaluating programmes of work with pupils.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences in class which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

Teaching Assistants / Additional Adults:

Under the guidance of the class teacher to:

- To be aware of child's individual special needs and IEP targets.
- Carry out activities and learning programmes planned by the class teacher and the SENDCo.
- To keep records of this work as requested.
- Attend meetings as necessary
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy and other related policies

Lunchtime Organisers

- To be conversant with and apply the school's behaviour policy.
- To follow specific behaviour programmes for children as required by the class teacher.
- Be alert to incidents of poor behaviour, unkindness or bullying and report incidents to the relevant class teacher / headteacher.

Governors:

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.



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- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Headteacher, SENDCo and staff
- To report annually to parents on the implementation of the SEND policy and any changes during the school last year.

Partnership with Parents/Carers

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:

- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Making parents/carers feel welcome
- Encouraging parents/carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for their child and playing an active role in the development of IEP's.
- Involving parents fully in the review process. This could be SEND reviews, termly reviews or annual reviews for children with an EHCP. Recording the views of parents as part of this process.
- Keeping parents/carers informed and giving support during assessment and any related decision making process about SEND provision.
- Making parents/carers aware of the parent partnership services including 'The Local Offer'
- Providing all information in a 'parent/carer friendly' and accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in

- Identifying their own needs and learning about their own learning (self-assessment)
- Individual target setting
- Self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for meetings and attendance at review meetings

We ensure that pupil perceptions of the support and process are included in the monitoring and evaluation process.



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Arrangements for Identification of Special Educational Needs:

See appendix one for our schools 'Graduated Response' to supporting children with SEND.

At St John Fisher & St Thomas More we aim to identify children with special educational needs as early as possible in their school career.

The universal provision of 'Quality First Teaching' strategies is the effective inclusion of all pupils in high quality, everyday personalised teaching and is the first 'wave' of teaching for all of our pupils. At our school we believe that this approach is the best way to reduce, from the start, the number of children who need extra help with their learning or their behaviour. However, if our assessments and observations show that a child may be experiencing some difficulties with their learning which is affecting their rate of progress, we use a range of strategies that make full use of all available classroom and school resources in order to help the child. This is referred to as 'Wave 2' provision. This may involve focussed monitoring of the child, extra adjustments made or the child may participate in additional programmes and/ or planned support to enable the child to catch up. As demonstrated in Appendix one, the 'Graduated Response' grid, it may then be necessary to target the child's support further. This would be through the use of additional programme's/ focus groups offering planned support designed to increase rates of progress and 'narrow the gap.' The class teacher will keep parents informed throughout and draw upon them for additional information.

There are a small amount of children for whom, even with high quality Wave 1 teaching and Wave 2 support cannot maintain or make progress. The SENDCo, if not already involved, will become involved if the teacher and parents feel that the wave 2 learning support is not making an impact and/ or the child is not responding and would benefit from further support. At this stage, the SENDCo will then contact the parents about their child's needs and arrange for them to visit school to discuss further. The child's name is entered on the SEND Register and the class teacher will include that pupil in their SEND file for that class. This stage is referred to as 'SEND support.' Children at this stage should be offered extra support from within the schools resources and this will be recorded on a Provision Map. The SENDCo, alongside the child's class teacher and TAs will provide intervention that is ***different from or additional to*** those provided as part of the school's usual working practices and monitor the impact of this on the child's progress. The class teacher may create an IEP (Individual Education Plan) for the child, identifying key targets which the child needs to develop in order to make progress.



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When a child demonstrates a significant cause for concern, the SENDCo will consider if specialist support is appropriate. For example, accessing specialist language therapy, specialist reading teacher support or input from our school Educational Psychologist. These professionals will be provided with up to date information about the pupil, including all previous interventions.

When it becomes clear that despite appropriate interventions, the pupil is failing to access the curriculum at an appropriate level, school may decide to request an Educational Health Care Plan from the LEA. This will be in order to request additional support and/ or funding for the child from the local authority. Parents will be fully involved in the process of applying for an EHCP and will meet with the SENDCo, teachers and other involved professionals. Parents, and the child, will have their views listened to, recorded and included in the application.

Individual Education Plans:

Pupils on the SEND register at school may have an IEP (individual education plan) as part of their support plan in school. These Individual Education Plans must be reviewed at least three times a year, this in line with the statutory obligation that school will follow a cycle of review (assess, plan, do, review) with the parent and the child if it is appropriate to include the child. This should be done at SEND Parents Evenings; if not, during whole school parents evenings or a separate time will need to be made. If a pupil is making good progress the IEP review can be used to consider a child's stage of SEND support on the register. If targets have not been met and all the required support has been in place the review may be the first part of the process to accelerate support for the child through the schools 'Graduated response' to SEND. There should be clear evidence in each class teacher's SEND file of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set.

Annual Reviews of EHCP:

If a child has an EHCP in place, this must be reviewed annually. The Annual Review will be chaired by the SENDCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child. If there are concerns about the progress or behaviour of a pupil then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or amendments to the plan. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

Admission and Transitions Arrangements

No pupil will be refused admission to our school on the basis of his or her special educational need. In line with the SEN and Disability Discrimination Act we will not discriminate against



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disabled children and we will take all reasonable steps/ adjustments to provide effective educational provision.

In the Summer term prior to pupils from the nursery joining the school the SENDCo will liaise with the nursery to establish which of the pupils who are progressing to the Reception class are on the Early Years SEND register. This information will be collated by the SENDCo in order to draw up the SEND register for the Reception class. As pupils on the SEND register progress to secondary school the SENDCo will liaise with the various receiving schools. This will include inviting the SENDCO from the secondary schools to Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools, including specialist provision.



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