



St. Thomas of Canterbury R.C. Primary School Special Educational Needs Policy Statement



Special Needs Governor

Mrs. J. Strong

Special Needs Coordinator

Mrs N. Harris

1:1 Aims:

At St. Thomas of Canterbury R.C. Primary School, we believe as set down in our Mission Statement that by:

Coming Together
Learning Together
Loving Together
Caring Together
Praying Together

We grow together into full life with Jesus.

1:2 Governors' Statement:

The Governing Body of St Thomas of Canterbury RC Primary School, in co-operation with our HT determine our school's general policy and approach to the provision for children with SEN/D; establish the appropriate staffing and funding arrangements; maintain a monitoring overview of our school's work and are responsible for reviewing the SEN/D policy. The Governing Body has appointed Mrs. J. Strong as the governor who takes a particular interest in and monitors our schools work on behalf of pupils with SEN/D.

Every child at our school is special and is a member of our caring Christian community that has a mission statement reflecting the value and potential of every person. Inclusion is an area of provision we are proud of at St Thomas of Canterbury. By inclusion, we mean that all children join in fully with their peers both in the curriculum and the life of the school.

1:3 Objectives:

- To encourage a whole school approach to SEN/D, by fostering a positive and constructive attitude and awareness of children with SEN/D;
- Through early identification and assessment, make provision for children who are underachieving compared to the majority of their peers within their age group in the normal classroom situation;
- To make provision through a differentiated teaching approach, to a broad, balanced curriculum including National Curriculum subjects to enable all children, to make the greatest progress possible;
- To recognise that difficulties may be caused by communication, emotional, physical or social factors that may be long or short term;
- To involve parents and pupils from the outset and consult with them regularly;
- To make effective use of the support services and agencies available to the school;
- To promote equal opportunities for all children whatever gender, background, race or ability.

1:4 Admission Arrangements:

These are detailed in the current Admission Policy.

2.1 The Role of the Special Needs Coordinator (SENCo)

Our SEN/D Coordinator is Mrs. N. Harris. She is responsible in conjunction with the HT for the day-to-day operation of the schools SEN/D Policy and for coordinating provision for pupils with SEN/D. This includes evaluating the effectiveness of the policy via:

- Maintaining a school register of children with SEN/D and overseeing/maintaining accurate records.
- Monitoring/tracking pupil progress through the use of our whole school tracking system;
- Monitoring/evaluating SEN/D provision throughout the school;
- Liaising with, advising and supporting our staff in identification, assessment and provision.
- Assisting and advising colleagues on setting up, monitoring and evaluating the effectiveness of group/individual plans and Education Health Care Plans (EHC);
- Ensuring there is liaison with parents and other professionals in respect of children with SEN/D;
- Preparing for, providing documentation for annual reviews;
- Auditing resources to ensure efficient use;
- Attending relevant courses, conference and seminars and in leading/contributing to the in -service training of colleagues;
- Maintaining an overview of SEN/D funding arrangements;
- Liaison with all parties during the pre-school and secondary transfer;
- Encouraging governor awareness through regular updates to the Governing Body and through close liaison with the SEN/D Governor.

Our HT in consultation with our SENCo is responsible for the management and deployment of our SEN/D Learning Support Team.

2:2 Guidelines for Staff:

Our SENCo has developed a pack of guidelines in support of the belief that all teaching and non-teaching staff should be involved in the development of our school's SEN/D policy and must be fully aware of our school's procedure for identifying, assessing, monitoring and making provision for pupils with SEN/D. These guidance packs outline:

- Roles and Responsibilities;
- Identification procedures;
- How to draw up and review a group/ individual plan;
- Working with parents and outside agencies;
- Learning Support Staff Handbook
- Information booklets supporting pupils with medical concerns

3:1 Evaluating/ monitoring the success of the policy:

Our SEN/D policy will be reviewed annually. The review will include the criteria for evaluating the effectiveness of the Policy. The following headings will be used and specific questions asked and answered:

- All subject policies are cross -referenced to the SEN/D Policy;
- Identification/ Assessment -we will demonstrate clear procedures for identifying pupils with SEN/D, using diagnostic assessments and tests. The HT/ SENCo/ class teacher monitor progress and attainment when preparing the termly identification sheet;
- Response/ achievement with regard to objectives/ targets set on individual/ group plans which indicate that targets are specific, achievable and appropriate;
- Clear monitoring and effectiveness procedures in place understood by all staff, including those undertaken by the Governing Body, OFSTED and the LA;
- Monitoring of classroom practice by our SENCo;
- School self evaluation procedures, using a variety of approaches;
- Review of the School Improvement Plan;
- Positive involvement of and feedback from pupils and parents;
- Provision for pupils with SEN/D starting and leaving the school.

4:1 Facilities to increase access:

We are committed to 'barrier free' provision and have sought ways/ continue to seek ways to provide this through:

- Access ramps to the main building;
- Banister rails fixed to all staircases;
- Four toilets for disabled access;
- Suspended ceilings in all classrooms to aid children with hearing impairment;
- A Soundfield System in some classrooms;
- Strobe lighting in the pupils' toilets linked to the fire alarm;
- Lift access;
- Pupils may have access to laptop computers, spell checkers and suitable software;
- The school makes available/ timetables rooms for outside agencies including the NHS to administer treatment;
- Staff training has involved provision for pupils with hearing impairment including the use of the Soundfield System;
- Arrangements for those pupils with medical concerns who may need additional expertise, accommodation and staff training.

4:2 Allocation of Resources:

Specific funds are allocated to SEN/D provision. The SENCo in consultation with the HT is responsible for determining resources and the deployment of the SEN/D Learning Support Team. We develop our resources to support children with SEN/D so that they link with priorities in the School Improvement Plan. Some additional/ external funding is sometimes obtained.

4:3 Allocation of Support Staff:

Our SEN/D Learning Support Team has a high level of expertise across a number of areas. SEN/D Learning Support Team hours are allocated to specific children as appropriate. Our HT and SENCo consider the roles, responsibilities and day to

day organisation of the team. The effectiveness of our provision and requirements for future needs are considered during evaluation and monitoring.

Our SEN/D Learning Support Team Manager is the team leader. In this role, she is responsible for information sharing and monitoring the work of our SEN/D Learning Support Team in the classroom, with record keeping and with preparation for reviews.

Our SEN/D Learning Support Team Handbook is available as part of the induction process for new staff and our SEN/D Learning Support Manager has a responsibility for mentoring all TAs through this process.

4:4 Resources:

It is the responsibility of the SENCo to manage resources in consultation with the HT. This includes the school's SEN/D budget and advising the governors, HT and colleagues of any additional resources received or required. A proportion of our budget is allocated for resources, which include identified materials for pupils who need additional or different activities. The SENCo ensures that resources are managed, organised and distributed fairly and efficiently by:

- Evaluating present resources -the SENCo maintains an up to date list of resources in school together with resource lists from outside agencies;
- Liaising with subject coordinators who are responsible for SEN/D resources in their subject area and in maintaining resource lists pertinent to their subject including ICT;
- Organising present resources -resources are organised in a convenient and easy way for staff and pupils. Many SEN/D resources are classroom based;
- Reviewing- there is a regular review of resource provision.

The provision of additional support is made, as appropriate. Provision of this support is allocated after an evaluation of class identification sheets/ needs.

- There are pupils with additional needs who generate funding both from school and from the LA which provides their TA provision;
- There are pupils with additional needs where funding for provision is allocated from the school budget;
- Additional TA hours are provided for pupils as an intervention strategy, to allow access to residential courses and for some extra curricular opportunities;
- Provision of supply cover for SENCo release weekly/ class teacher and SENCo release to attend reviews;
- Allocation of funds for staff training;
- Additional/ external funding is obtained through grants that provide resources to secure barrier free provision.

5:1 Identification, Assessment and Review:

A detailed register of pupils with SEN/D is kept which facilitates the monitoring/ effectiveness of provision and tracking of individual pupils. Data is used to inform class teachers and to provide a diagnostic tool. Communication pre and post school is seen as essential and time is designated to ensure contact by both parties.

5:2 Identification Procedures:

We are committed to the early identification and intervention of pupils who may have SEN. All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, and then appropriate provision is needed to meet the pupil's needs. Our school follows The Code of Practice, for pupils who are identified on the SEN/D Register:

Differentiation: prior to identification as having SEN/D a pupil will have had access to a differentiated programme this may include:

- Targeted support by the class teacher within the classroom environment;
- Access to school support programmes such as booster groups

When a pupil fails to make adequate progress despite this then we will consider further intervention and identify the pupil as having additional needs.

Pupils can be identified by the SENCo/ class teachers/ support staff/ outside agencies or parents. Identification can be based on teachers' knowledge, parental knowledge or identification from the regular assessments, which take place in school. Once identified, the child's needs are then assessed. Children are placed on the SEN/D Register according to their needs. These needs may vary from child to child and also at different times over a child's school career. Accurate recording is essential to track progress and early identification is paramount. Once a child is identified, all parties are consulted and if necessary a plan is set up and monitored.

5:3 Assessment Procedures:

In line with our school policy statement on assessment, pupils with identified SEN/D are assessed in line with the ARR Map.

- All pupils from Year 1 to Year 6 have their reading and spelling ages assessed and monitored. Those pupils who are on specific intervention programmes e.g. Jolly Phonics/ Sounds Write will be assessed in line with that programme.
- Key Assessments in all NC subjects have been identified for each year group. Class teachers monitor progress in all areas and use the outcomes to inform identification/ future planning and targets on action plans;
- Tracking systems are in place for all pupils including those with SEN/D;
- Targets are monitored on a regular basis and the outcomes of these assessments are used at reviews and to set follow up targets;
- Class teachers monitor and assess pieces of work through careful analysis and marking;
- Pupils play a full part in contributing to the information collected and parents are involved from the outset and are kept informed;
- Relevant assessments should be made class teacher initially regarding the aspects of a child's development that is giving cause for concern. The way ahead planned, including consultation with the SENCo/ outside agencies for further assessment if necessary and health checks if appropriate. A review date must be set;

5:4 Recording, Monitoring and Review Procedures:

- Each class teacher together with the SENCo is responsible for the upkeep of each child's SEN/D File;

- An Identification Sheet is completed termly by the SENCo. A copy of this will be kept in the class assessment file;
- All relevant discussions with parents to be recorded on the allocated pro-forma;
- If the child's needs are becoming more of a concern, then the SEN/D Profile Sheet will be completed by the class teacher after consultation with the SENCo;
- Group/individual plans will be drawn up, monitored and evaluated at least termly by the class teacher/ SENCo/ support staff/ outside agencies (if appropriate)

5:5 Consultations with pupils:

Children have a right to receive and make known information, to express an opinion and to have that opinion taken into account in matters affecting them. The views of children in our school are given due weight according to their age, maturity and capability. Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their plans, discussing their choices, assessment of needs and in the review procedures. In our school, we encourage pupils to participate in their learning by:

- Being part of the process from an early stage;
- Being involved in target setting and identifying teaching and learning strategies that work for them;
- Being involved in discussions about the quality/content of their work;
- Being involved in setting up a home programme and making a commitment to it;
- Being encouraged to identify their strengths and weaknesses;
- Identifying a pupil target.

5:6 Differentiated Teaching and Programmes of Work:

- Through consultation with the relevant subject coordinators, the class teacher should make use of different teaching and learning styles, resources, techniques and information available to produce programmes of work, which modify the existing classroom materials/ approaches.
- The class teacher in consultation with the curriculum leaders should discuss what is available and appropriate. The curriculum coordinators will maintain a catalogue of SEN/D resources for their subject.
- The class teacher should consult with the SENCo for possible further advice and confirm access to SEN/D resources.
- The class teacher, through the SENCo, should consult with outside agencies for further support.

6:1 Inclusion:

St Thomas of Canterbury School operates a fully inclusive policy and through appropriate provision, we respect that children have:

- The right to learn together;
- The right not to be devalued or discriminated against by being excluded because of their disability or learning difficulty;
- Different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

We respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning and in the physical and practical activities;
- Helping to manage their behaviour and to take part in learning effectively and safely;
- Helping pupils to manage their emotions.

At St Thomas of Canterbury School, we believe that inclusion has the potential to reduce fear and to build friendship, respect and understanding.

6:2 Access to the Curriculum:

- Pupils with SEN/D will have access to a broad and balanced curriculum including the National Curriculum. Each curriculum document addresses the issue inclusion of pupils with SEN/D and fosters a positive and constructive attitude and awareness for children with SEN/D.
- Pupils with SEN/D will remain full and active members of the class whenever possible and practical. Some withdrawal may be necessary but must be aimed at specific targets that cannot be achieved within the normal classroom setting. Class teachers will seek to meet a pupil's needs through detailed plans and a differentiated curriculum within their teaching. Close liaison between class teachers/ SENCo/ subject leaders is important in this respect.
- Further advice from external agencies will be co-ordinated via the SENCo.
- Pupils with SEN/D are included in all class activities such as sports day/ trips and productions and have equality of entitlement. They are integrated into all school activities as far as it is practical especially to membership of extra curricular clubs and teams.

7:1 Staff Development - In-service Training:

The aim of all SEN/D training is to support staff in their day-to-day work with children who have learning disabilities and to promote greater awareness. This will and does involve governor training.

- Induction procedures for NQTs and new members of teaching/ non teaching staff that include written guidelines for SEN/D throughout our school;
- Opportunities to discuss both as a staff and individually, children experiencing difficulties in their learning/behaviour;
- The close liaison between the SENCo and subject leaders will ensure the identification of staff development needs. In service training for teaching and non- teaching staff is coordinated by our CPD Coordinator and is linked to the overall School Improvement Plan;
- A record of course attendance and evidence that issues have been disseminated to other staff.
- The effective use of outside agencies in supporting staff with appropriate in-service training and advice;
- A willingness to change procedures when it becomes apparent that there are more efficient ways of meeting SEN/D;

- The SENCo maintains an overview of whole school, individual staff and new staff development needs in relation to SEN/D.

8:1 Links with other schools:

St. Thomas of Canterbury School continues to develop links with primary, secondary and special education

- Attending 'cluster' group meetings as a feeder school for Thornleigh;
- Attending group meetings led by the LA;
- Encouraging links with EYFS establishments;
- Encouraging links with special schools.
- Ensuring smooth transfer from our school to another primary school.

8:2 Links with other professionals:

Our school has arrangements for securing access to external support services for pupils with SEN/D. There are many other professionals involved in the support of children with SEN/D. Many of these professionals come from the Health Service, Social Services and from education. All are highly trained and valuable source of information about a child's needs. It is important that staff are aware of these services that do, or can come into school and the help which they do or could give. Lists of these services and their addresses are available from the SENCo.

Health Service: Pediatrician, CAMHS, school nurse, speech therapists, occupational therapists, physiotherapists.

Education: Educational Psychologist, Complex Learning Difficulties, Physical Disabilities, Autistic Spectrum Disorders, Speech and Language, Behavioural Support, Sensory Impaired Service.

Social Services/Education Welfare Services/ FOCUS Children Looked After.

8:3 Parental Links:

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge understanding and skills so that they can develop in all aspects of the curriculum. Parent/ carer involvement and support is vital to the success of the education of children especially those with SEN/D. We aim to promote a culture of cooperation with parents/ carers through:

- Ensuring all parents/carers are made aware of our school's arrangements for SEN/D including the opportunities for meetings between parents and SENCo;
- Involving parents/ carers as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher;
- Providing access to the SENCo to discuss the pupil's needs and approaches to address them;
- Supporting parents/carers understanding of external agency advice and support;
- Undertaking annual reviews;
- Regular curriculum workshops for parents/ carers;
- The Soundfield System will support parents with a hearing impairment at events within the school;
- We have facilities to produce newsletters in larger type for our visually impaired parents.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, parents/ carers are able to make a complaint firstly directed to the class teacher and the SENCo. If discussion

fails to resolve the problem, complaints should then be directed to HT. The Governing Body will consider complaints via the SEN/D Complaints Committee.

9:1 Links with the Governing Body:

- There is a named governor responsible for SEN/D- Mrs. J. Strong;
- The Teaching & Learning committee meet the SENCo on a regular basis and are given updates;
- The SENCo/ HT regularly gives feed back to the Governing Body via written/oral reports;
- The Governing Body are made aware of new initiatives in SEN/D;
- The Governing Body are made aware of the training needs of staff;
- Through the monitoring of the SIP, the Governing Body is aware of current and future considerations;

10:1 Transfer/Transition Arrangements:

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEN/D issue, the SENCo will telephone to further discuss the pupil's needs.

Foundation Stage staff will meet with staff from nursery schools/ playgroups prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo. When necessary, the SENCo will arrange a further meeting. Transfer documents will be requested to secure an informed transition.

As a feeder primary to Thornleigh, close liaison is maintained and valued. Discussion of pupils on the SEN/D Register takes place as soon as possible to ensure information sharing and a smooth transition. Parents are introduced to Thornleigh's SENCo at the earliest opportunity.

This policy is reviewed annually sooner if deemed appropriate. It should be read in conjunction with all our policies including: Assessment Policies/ Inclusion Policy/ Supporting Pupils with Medical Concerns/ Accessibility/ Accessibility Plan/ Equal Opportunities/Disability Equality Scheme/ All curriculum policies