



## SPECIAL EDUCATIONAL NEEDS (SEN) INCLUSIVE EDUCATION POLICY

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional interventions and support cannot compensate for a lack of good quality teaching.”*  
(COP 6.37 2014 )

### *MISSION STATEMENT*

*In the footsteps of Jesus, we strive to achieve excellence in everything we do.*

The designated person for co-ordinating SEN at St Michael's School is **Mrs. Sarah Cox (NASENCo)**. Mrs Cox is a member of the Senior Leadership Team and can be contacted via the office manager.

The school adopts the following fundamental principles, regarding successful inclusive education, which comply with the statutory requirements as set out in The Children and Families Act (2014) and the 0-25 Special Educational Needs and Disabilities Code of Practice (2014).

- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.
- A child with SEN should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the children should be sought, respected and acted upon.
- Parents/carers have a vital role to play in supporting their child's education.
- Access to a broad, balanced and relevant education including the Early Years Foundation Stage Curriculum, the National Curriculum and the physical environment are entitlements for all children.

### **Guiding Principles of this Policy, or the ethos of this school, means that:**

- The successful inclusion of all pupils at St. Michael's Catholic Primary School is to be actively sought by all members of the school community.

- All involved in the education of the child – parents/carers, teaching and non-teaching staff, governors and outside agencies - should share their knowledge and understanding of the child and work in partnership for the good of the child.
- All pupils are valued individuals with unique interests and strengths.
- All pupils should be given opportunities to reach their full potential educationally, emotionally, physically and spiritually.

#### **Our Aims:**

- To provide early identification of those pupils with SEN, either by parents/carers, staff or outside agencies.
- To promote and maintain effective communication between all those involved with pupils.
- To continually raise the aspirations of and expectations of all pupils with SEN.

#### **The Local Offer**

The Local Authority is obliged to publish details of the services it provides to meet the needs of pupils with SEN/D and their families. As part of the Local Offer St Michael's is required to publish details of:

- How the school assesses the needs of children with SEN/D,
- Facilities and provision available within the school,
- How the school monitors the progress made by pupils with SEN/D,
- How pupils and parents are involved in decision making and planning targets.

This information can be found in our '*School's Offer*' and our '*SEN Information Report*', both documents are available on the school website.

#### **The Role of the SENCO:**

- The day-to-day operation of the SEN Inclusive Education Policy.
- Maintaining the SEN register and overseeing the records of all pupils with SEN.
- Liaising with, advising and supporting all staff and pupils.
- Liaising with parents/carers, involving them in supporting their children and understanding the SEN policy.
- Contributing to in-service training for all staff and identifying training needs.
- Liaising with external agencies (*a list of these agencies can be found in 'The Schools Offer' which is published on the school website*) and Local Authority officers and facilitating their work within the school.
- Applying for Higher Needs Funding for specific pupils and attending cluster meetings involving St. Michael's children, as part of this process.
- Raising awareness of the Inclusion policy in the school.
- Liaising with EYFS staff following home visits for Nursery pupils who have been identified as having SEN.
- Supporting transition from EYFS to KS1, KS1 to KS2 and KS2 to KS3, including linking with feeder and host schools, to ensure smooth transition to KS3.
- Arranging and chairing meetings including termly and annual reviews.

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- Consulting with the Headteacher on allocations and use of the SEN budget and any other particular concerns or matters regarding SEN.
- Co-ordinating the audit and review of the SEN policy, procedures and practices in the light of changes to Government legislation and borough guidelines.

### **Identifying Special Educational Needs:**

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*  
(COP 6.14 2014)

The 0-25 Special Educational Needs and Disabilities Code of Practice (2014) refers to four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

(COP 6.28 – 6.35 2014)

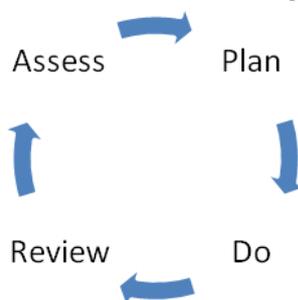
These four broad areas give an overview of the range of needs that may require additional planning however; the purpose of identification is to work out what action needs to be taken to support the pupil, not to fit a pupil into a category. At St Michael’s we identify the needs of each individual pupil by considering the needs of the whole child, not just their special educational need for example, attendance and punctuality, health and welfare, English as an additional language etc.

### **A Graduated Approach to SEN Support:**

#### **Assess - Plan - Do - Review**

At St. Michael’s Catholic Primary School all teachers are responsible for every child in their care, including those with special educational needs. We continually strive to offer quality first teaching in every classroom, using a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



**Assess:** *Teachers, the SENCo and Other Professionals have access to a range of assessments to help us to identify a pupil’s specific area of need. Any assessments that are carried out will be discussed with Parents/Carers and pupils.*

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**Plan:** *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will plan the next steps together.*

**Do:** *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will work together to implement the agreed intervention/additional support as set out in the plan.*

**Review:** *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will review progress as a result of the intervention/additional support and begin the process again, as appropriate.*

We know that a pupil may need extra help if;

- concerns are raised by parents/carers, teachers or the pupil

and

- little or no progress is being made

or

- a pupil's behaviour or progress begins to change.

#### **What we do**

- Concerns about a pupil may be raised by any member of staff, parent/carer, or professional who is directly involved with the pupil. The pupil themselves may raise a concern.
- The Special Educational Needs Co-ordinator (SENCO) is informed.
- If the concern is raised by someone other than the class teacher, the class teacher must be informed. If the information comes from someone other than the parent/carer, the issues must be discussed with the parent.
- An *Initial Record of Concern* form should be completed, detailing any strategies/differentiation that have already been put in place, as part of our normal Quality First Teaching and discussed with the SENCO.
- Where it is decided to provide SEN support parents will be formally notified and the decision will be recorded in the school records. The pupil will be entered onto the schools SEN Register.

Once a pupil has been identified as having SEN the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which actions are revisited, refined and revised, providing a growing understanding of the pupil's needs and the type of support which is most effective in terms of progress and outcomes. This is known as the graduated approach.

- **Assess** – the class teacher, working with the SENCo, will carry out a clear analysis of the pupils needs, drawing on teacher's assessment and experience of the pupil, their previous progress and attainment, the views and

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experiences of parents, the pupil's own views and if relevant, advice from external support services.

- **Plan** – the class teacher and the SENCo will agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress and development, along with a clear date for review.
- **Do** – the class teacher remains responsible for working with the child on a daily basis. The SENCo will work alongside the class teacher to ensure the implementation of the support or programmes agreed.
- **Review** – at the review, the effectiveness of the support and interventions and their impact on the pupil's progress will be discussed. The views of the pupil and parents are very important and they will help to support planning the next steps.
- Progress will be reviewed:
  - at least termly,
  - external support services will be invited to annual reviews for pupils with Higher Needs Funding (HNF), Education, Health and Care Plans (EHC) or those being supported by outside agencies.

### **Education, Health and Care Plans (EHC)**

EHC Plans are for pupils who require significant support from the education services together with significant support from health and/or social care. The purpose of the plan is to describe the support a pupil will receive across different services, in order for the pupil to achieve set goals.

### **Individual Education Plans (IEPs)**

Pupils identified as having SEN will have an IEP which sets out the:

- specific targets they are working towards (*What are we trying to achieve?*),
- strategies (*How are we going to do this?*),
- provision (*Who and When?*),
- and success criteria (*How will we know we have achieved our targets?*).

IEP's are a working document and will be reviewed and updated as each target is met. The school will keep the parents informed regarding target setting/reviewing. The pupil is at the centre of the whole process and will be encouraged to think about the things they feel they need to work towards to support their own learning.

### **Moving On**

If the pupil makes good progress and no longer requires, '..... provision different from or additional to that normally available to pupils of the same age" (COP 6.14 2014), the class teacher and the SENCO may decide to remove the pupil from the SEN Register, following discussions with the parents, the pupil and any external support services involved with the pupil. The pupil's progress will be monitored very closely and they will continue to be supported through our normal Quality First Teaching.

If the pupil is not making progress, the class teacher, the SENCO, the parents, the pupil and any external support services involved with the pupil, will discuss and plan the next steps together.

### **Transition**

The SENCO liaises with the school nursery staff before each new intake.

All pupils in Year 5, who are supported by an EHC, will have their transitional review meeting in the summer term.

For Year 6 pupils, the SENCO liaises with the staff of St. Bonaventure's, St. Angela's or other relevant secondary schools. Where appropriate, particular pupils have transition programmes to facilitate their transfer, which may involve; extra visits for both pupils and parents to allow familiarisation with staff and their new surroundings and visits to St Michael's by Learning Mentors and/or Learning Support Teachers, from the relevant secondary schools.

### **Staff Development and Training**

The school endeavours to promote good practice by raising the awareness of good inclusive practices and providing appropriate INSET, delivered either by the SENCO or by outside agencies. Wherever possible, staff receive specialist training appropriate to the needs of the pupils with whom they work.

- The need for in-service training for TAs and support staff is recognised by all staff.
- TAs and support staff have access to a range of courses offered by the Tunmarsh Centre.
- Members of the teaching staff are also encouraged to attend courses that relate to the needs of the pupils in their class.

### **Admissions and Facilities**

No child will be discriminated against on entry into school because of any individual needs. Each child will have equal right, subject to the school's admission criteria for all pupils, to be admitted to this school and will be given equal access to the National Curriculum, or the Early Years Foundation Stage, as appropriate.

### **SEN Budget**

Newham Local Authority has delegated the SEN budget to schools. The schools are able to bid for additional funding through the Higher Needs Funding Panel (held on a termly basis). The budget is used flexibly to maximise the resources at the school's disposal.

### **The Role of the Governing Body**

The Governing Body, together with the Headteacher determine the school's general policy, which includes provision for children with special needs. Funding arrangements and staffing will be agreed on and established by the Governing Body. A Governor has been appointed to take a particular interest and monitor the school's work on behalf of SEN/D pupils.

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### **Complaints Procedure**

Any complaint relating to Special Educational Needs provision in the school, should be directed initially to the class teacher and/or the SENCo. If concerns are not addressed to the satisfaction of the parent, an appointment may be made to meet with the Headteacher. Should the matter remain unresolved, then it may be taken to the Governing body.

### **Evaluating the Policy**

The SENCO will be involved in the compilation of an annual report that will be discussed by the governors. This report will coincide with the School Profile. The key indicators of success will be the progress made by individual children or groups of children, within the ethos of the school.

### **Targets (to be revised annually)**

- To keep up to date with National and Local changes to SEN/D provision in light of the new Code of Practice (July 2014), which relates to Part 3 of the Children and Families Act (2014).
- To use multimedia recording of pupils as part of our assessment process.
- To implement the use of B-Squared to measure progress for pupils working within the P scales.

### **Other related policies:-**

Accessibility Policy

Admission Policy

Behaviour Policy

Child Protection Policy

Complaints Policy

Equality Policy

### **Other related documents:-**

The Local Offer

The Schools Offer

The SEN Information report

All these Policies and documents are available to view on the school website and/or via the school office.

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