



**Good Shepherd Catholic
Primary & Nursery School**

**SPECIAL EDUCATIONAL NEEDS
& DISABILITY POLICY**

**Reviewed February 2017
Next Review: February 2020**

Special Educational Needs and Disability Policy

Statement of Intent

It is the intention of the Special Educational Needs and Disability policy to create a framework within which the aims of our school can be achieved. We start from the position that there is one community of children, each of whom needs to experience praise, recognition, affection and success. All children, whatever their individual needs, are entitled to experience the same curriculum, including the National Curriculum, and to have equal access to all the experiences and activities provided by the school. For this aim to be successful and achieved teaching and support staff at all levels, together with the Governing Body, are committed to ensure that provision for pupils with special educational needs is considered at every point of planning.

The School will:

- Ensure that it meets its legal responsibilities for children with special educational needs
- Promote equal opportunities for all children whatever their gender, background, race or abilities
- Provide a staff structure with clear lines of responsibility for SEND
- Ensure that appropriate training and support are provided in relation to the Special Education Needs Coordinator's responsibilities for meeting SEND and provide opportunities to pass on appropriate information to staff
- Put into place programmes of work for all classes, groups or individuals which enable all children to experience success and enthusiasm for learning
- Operate a system of record keeping and regular monitoring of each child's progress
- Involve parents and encourage their participation
- Ensure effective ways are found to inform and consult with parents about SEND in school, and support those parents/carers whose children have SEND
- Take into account the views of the child
- Devise effective lines of communication between all involved; children, staff, parents/carers, governors and other agencies
- To seek support from outside services, when required, so that the child's needs are addressed.
- Maintain The Graduated Response as outlined in the Code of Practice 2014.

Description of Special Needs

The 2014 Code of Practice defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special Education 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:

- 1. Has a significantly greater difficulty in learning than the majority of others the same age, or**
- 2. 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.**

The range of special needs in school can include pupils with general learning, specific learning, behavioural, emotional, social, physical and medical. A child with special educational needs is one who has long-term or short-term difficulties which call for provision which is additional and different from that which is normally provided by school.

One or more of the following may cause such difficulties:

- General learning difficulties or exceptional ability
- Unsatisfactory effort or under-achievement which could be caused by emotional/behavioural difficulties, low self-esteem or factors outside school such as family upheaval – Provision under Inclusion
- Specific learning difficulties e.g. dyslexia and dyscalculia

- Speech and Language difficulties
- Physical or sensory disability
- Absence through illness and or a medical condition
- English as a second language – See Inclusion Policy

This policy defines SEND in the widest possible sense in order to make clear the disparate nature of the needs of such pupils. A child may have a difficulty, which hinders him/her in one area of the curriculum and not in others. Special needs may only exist for part of the pupil's school life. The collaboration and participation of the whole staff (any of whom may come into contact with a pupil with SEND is essential in identifying and meeting special educational needs).

Allocation of Resources

The school has a set amount of money designated for SEND. This is used to provide additional support time for children being monitored, those on support plans and those with on an EHCP (Educational health care plan) Funding is used to provide appropriate adult support and for resources to enable progress. The appointment of a Special Needs Assistant where appropriate, to work alongside children with statement or Educational Health and Care Plan in the classrooms is also part of this allocation.

Class teachers constitute the main resource for SEND supporting children through differentiation in the classroom and quality first teaching in class.

Identification and the Graduated Response

The school is committed to the importance of early identification, assessment and provision for any child who may have SEND. It is the responsibility of the Inclusion Manager to ensure that all relevant information is communicated to members of staff who will teach a pupil with identified special needs throughout the years he/she spends in the school.

As a means to support early identification the school will use the following points:

- Pupils are given baseline assessment on first entering the school so that Literacy and Numeracy weaknesses can be identified immediately, along with other learning needs.
- Class teachers are asked to identify any pupil who is having difficulties with either learning or behaviour
- Children are then monitored closely over two terms and appropriate interventions implemented.
- Reference to performance and marks attained in school assessments, National assessments and observation from the Inclusion Manager and other senior staff.
- If it is felt that outside agencies need to be involved, class teachers and other staff meet with the Inclusion Manager to make a referral. Pupils are then placed onto the SEN register.

Once a child has been identified as having SEN they will receive an enhanced package of support and effective special provision. This is will be managed by the four part cycle known as ***The Graduated Response: Assess, Plan, Do, Review*** as outlined in the *Code of Practice 2014*.

ASSESS

At this stage further specialist assessments will be carried out and considered against the four broad areas of need

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and or physical needs

The child's view and that of the parent and staff will also be considered at every point of assessment and planning.

It is possible that the needs of a pupil may be in one or more of these areas.

PLAN

ISP

The class teachers will liaise with the Inclusion Manager, talk with the child and Parents to plan and implement an ISP (Individual Support Plan) which is based on the desired outcomes and will be reviewed termly. The Inclusion Manager will liaise with external agencies so that recommended support is implemented and effective.

Statements and Educational Health and Care Plans: (EHCP)

If a child has severe and complex needs, school will apply to the Local Authority for an Education Health Care Plan. School works in consultation with parents, the pupil and outside agencies to gather evidence to support the application for statutory assessment. If a statement of SEN or Educational Health and Care Plan has been issued, a child will be allocated agreed hours for individual adult support. Statements must be reviewed every six months if the child is under five and annually if over five. The views and wishes of both the parents/carers and child will be taken into account at all stages. With all parties being informed.

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer website

IHCs Individual Health Care Plans

Meeting the needs of children with Medical conditions is detailed in our Medical Policy in line with revised statutory requirements.

Provision for pupils

All teachers are teachers of SEND. They deliver and oversee the implementation of the plan with the support of the Inclusion Manager. They will differentiate the learning and manage intervention that takes place within and outside the classroom where appropriate.

When planning provision for children with SEND teachers are highly skilled and use:

- Differentiated curriculum planning
- Differentiated delivery
- Layered targets
- Differentiated learning outcomes
- Differentiated teacher input/support
- Focused ability group teaching – Literacy & Numeracy
- TA support for small group
- Effective Classroom organisation
- Variety of learning styles- (Visual, Auditory & Kinaesthetic)
- Use of a range of stimulus & materials
- Use of ICT & other audio resources
- Flexible teaching arrangements
- Grouping/partners for teaching purposes
- Interventions
- Additional human resources
- Tailored Curriculum and teaching methods
- Adapting teaching to the learning style of the child

Review

Additional specialist support will be reviewed termly. The impact of the support will be considered and measured according to the desired outcomes. The pupil's views on their progress and response to support will also be included in the review. The views of the Parents and specialists involved as well. The next steps will be refined, adjusted or new as agreed.

Access to the curriculum

We, at Good Shepherd, believe that all children have areas of strength and that **all** children should be encouraged to develop their strengths in order to gain a positive self-esteem. In order to meet this belief all teachers plan for differentiation within the classroom ensuring

that all children gain access to the curriculum at their level. Wherever possible all children have access to extra-curricular activities

Pupil Participation

The views of the child should be sought where practical taking into account age, maturity and capability. When the initial concern form is completed the views of both the child and the parents are sought. Individual Education Plans are discussed with the child and where appropriate they have input into target setting. Prior to a review, progress towards IEP targets are discussed with the child.

Partnership with Parents/Carers

At Good Shepherd, we value our partnership with parents/carers. Parents/carers are consulted and kept informed about provision for their child. All parents/carers are welcome to help in school and are invited to attend workshops and to accompany their child on visits. Parents/carers are encouraged to share any concerns with staff and can usually see teachers after school to discuss these concerns. If their child has been identified with having SEND they are encouraged to contribute to the writing of the IEP.

Inclusion

We actively 'seek to remove the barriers to learning and participation that can hinder or exclude pupils with SEND'. We engender 'a sense of community and belonging and encourage all involved to come together and support each other (Inclusive Schooling DFES 2001).

The school has regard to the following guidance and legislation:

- National Curriculum 2014
- Inclusive Schooling November 2001
- Special Educational Needs and Disability Code 0-25 2014
- Education Act 2011
- Supporting children with Medical conditions
- School Admissions Code of Practice 2014 and School Admission Appeals Code of Practice 2012

External Services and the Local Offer <https://www.croydon.gov.uk/education/special-educational-needs/sen-education>

Good Shepherd has good working relationships with a range of external services including

- Educational Psychology
- Community Paediatrics
- Occupational Therapists
- Speech and Language Therapists
- Educational Welfare
- The Behaviour Support Service
- School Doctor and School Nurse
- Counsellors

Requests for these services are made on the appropriate referral form.

The school will always seek advice from external agencies and liaise closely with them to meet the individual needs of a child.

