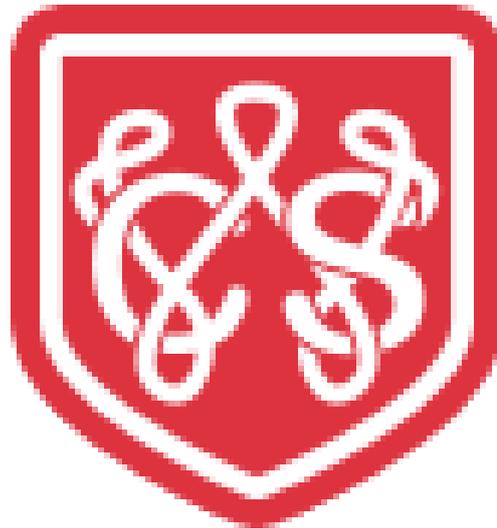


WESTMINSTER CATHEDRAL PRIMARY SCHOOL



Special Education Needs Policy

Approved by:	Westminster Cathedral RC Primary School Governing Body	Date: November 2018
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Last reviewed on:	November 2018
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Next review due by:	November 2019
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INTRODUCTION

This policy builds on our over-arching Catholic principles of social inclusion, which recognise the entitlement of all pupils to a balanced, broadly based curriculum, matched to individual needs, allowing and encouraging individuals to achieve their best. Our SEN policy reinforces the need for 'Quality First Teaching' that is fully inclusive.

Aims and Objectives of the School's SEN policy

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

1. For all our pupils to receive an education that enables them to make progress so that they can achieve their full potential and become confident individuals living fulfilling lives.
2. For all pupils to have access to a broad and balanced curriculum.
3. To provide all pupils high quality teaching
4. To identify and assess children with learning difficulties as early as possible with parental consent.
5. To work in close partnership with parents.
6. To listen to the views of a child with SEN.
7. To provide co-ordinated support from teaching staff, learning support staff, peripatetic therapists, outside agencies and psychologists.

8. To ensure all staff working with a child receives the relevant training.

Definition of Special Educational Needs:

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

Children have a learning difficulty if they:

- 1) have a significantly greater difficulty in learning than the majority of the children of the same age; or
- 2) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

We are committed to the early identification of needs. We adopt a graduated response, aiming to target provision at the right time, as recommended in the SEND Code of Practice 2014. This approach recognises that there is a continuum of special educational needs and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

In the 2014 SEND Code of Practice, four main areas of special educational need are identified:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / physical

Responsibility

The SENCo (Special Educational Needs Co-ordinator), along with the Headteacher and Governing Body, take responsibility for the implementation of the school's SEND policy and the co-ordination of special educational needs provision within our school.

Mrs Sandra Brierley is SENCo and Deputy Headteacher. She has her National Qualification for SEN provision and is due to finish in October 2018. She has the day to day responsibility for the operation of the SEN policy and providing professional guidance to colleagues and work closely with staff, parents and other agencies.

The SEN Governor is Charlotte Hird. It is a responsibility of the whole school to meet the needs of the children with SEND. The Governing body has a mandatory responsibility towards the children with SEND.

Their responsibilities include:

- The SEN and Inclusion policy is in line with the requirements of the education and disability Acts and SEN Code of Practice.
- Access to the policy is readily available to all staff including supply staff.
- The policy is clearly articulated and consistently applied.

- SEN records are maintained by all staff and kept up to date.
- The Governing Body will receive details regarding the success of the SEN and Inclusion policy, and any changes to it.
- The policy is available to parents in a parent-friendly form.

The SENCo is responsibilities include:

- Determining the strategic development of the SEND and Inclusion policy and provision with the Headteacher and Governing Body
- Overseeing the day to day operation of the SEND policy
- Coordinating the provision for SEND children through the development of the provision map
- Managing the professional role of the Learning Support Assistants
- Advising the supporting school staff
- Contributing to the professional development of staff
- Monitoring children's progress and setting targets for improvement.
- Ensuring that Individual Provision Maps are in place, and reviewed.
- Ensuring that Statements or Education, Health and Care Plans (EHCP) are in place for those who need them and that they are reviewed annually.
- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated.
- Meeting with the SEN Governor termly to keep her informed of progress so that she can maintain an overview of the support provided for SEND pupils and to discuss areas for development.
- Liaising with external agencies including SEND management, External Educational support agencies and Health and Social Services.
- Ensuring liaison between parents, outside agencies and other professionals

Class Teachers' responsibilities include:

- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff.
- Familiarising themselves with children's records and information regarding their SEN children
- Supporting children in achieving their Individual Provision Map expected outcomes.
- Keeping the SENCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENCo of their concerns, or concerns expressed by parents
- Involving pupils at an appropriate level in planning their own learning.
- Meeting regularly with members of Teaching Assistants and Learning Support Assistants to share planning and feedback.

The Learning Support Assistants' responsibilities include:

- Supporting groups or individual pupils in accessing the curriculum under the directions of the classteacher and the SENCo
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving Individual Provision Map expected outcomes
- Keeping records of their work with individuals or groups

Parents/Carers support their child by giving encouragement, attending meetings and reviews.

The School Leadership Team along with the Governors are committed to regularly reviewing how expertise and the use of resources are used to address SEN to continue to improve the quality of whole school provision.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. Westminster Cathedral RC Primary School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is given a high priority in this policy, in line with the policies of Westminster Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

In regard to The Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice 2014, our school is committed to make arrangements to support pupils with medical or physical needs. We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life. We have disabled access throughout the ground level of the school. There is a disabled toilet at the entrance of the school building. Three classrooms, the school hall, the ICT suite, medical room can be accessed by a wheelchair. The school's accessibility plan is currently under review and will be on the school's website shortly.

Providing the graduated response: SEN Support



The Graduated Approach underpins the identification and provisions given to pupils with SEN at Westminster Cathedral RC Primary School. We are committed to taking action to remove barriers to learning and put effective educational provision in place. We believe in the importance of early identification and assessment of pupils who are falling behind their academic potential. The Senior Leadership Team, class teachers and learning support staff regularly meet to monitor and review the progress of all pupils.

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, we will put an Individual Provision Map in place, detailing appropriate strategies and interventions that can be used to further support learning.

The maps will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in an Individual Provision Map. Parents and children will be involved in developing the map. The map will also set out review arrangements.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Education Health and Care Plans

If parents, the school or outside agencies perceive a greater need a child may be put forward for an Education, Health and Care Plan (EHCP), replacing Statements of Special Educational Needs. The EHCP is designed to put the child at the centre of the EHCP and draw together all necessary professionals around the child. A lead professional, nominated by the child and their family will guide the process of applying for an EHCP, which is designed to encompass all aspects of the child's educational, physical, social and emotional needs. Formal annual and interim reviews will be held with pupils and parents/cares to review a child's progress and plan for future steps in their learning

journey. This process is designed to put the child at the centre of his/her learning and look at progress and potential for development.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success. We also recommend that parents come in to talk with the teacher as soon as they have a concern. We operate an open-door policy and this means parents can come in and talk to teaching staff/ Headteacher/ SENCo/Leadership Team either by calling in at the end of the day to speak directly or by phoning the school office to make an appointment.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Pupil voice

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. At Westminster Cathedral RC Primary School, children are at the centre of the teaching and learning process. Staff will ensure all children know their academic targets and their next steps in learning. Teachers will take part in ongoing dialogue with children about their progress.

Assessing and reviewing pupil progress and data/ record-keeping

We at Westminster Cathedral RC Primary School are committed to the provision made for pupils with SEN and D being recorded accurately and kept up to date. We record details of additional or different provisions made within each pupil's own Learning Profile and this forms part of the regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps. The school also has a SEN and D Individual Provision Map which is managed by the SENCo which maintains an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Educational Psychologist
- School Commissioned Speech & Language Therapist
- NHS Speech and Language Therapist
- Child Adolescent Mental Health Service (CAMHS)
- Specialist Outreach Services: QE2 School Outreach Service
- Education Welfare Service
- Early Years Intervention Team
- Health Service (School nurse, Occupational Health and Physiotherapists)

Arrangements for the Treatment of Complaints

Parents have the following rights of redress, should the school, Governors or Westminster Authority fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- Westminster Diocese Complaints Procedure
- An appeal to The SEN Disability Tribunal
- A claim against the responsible body (Chair of Governors or LA) for disability to the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman

Workforce Development

In-service training needs related to special educational needs will be identified by the Executive Headteacher and SENCO in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of CAF)
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other policies

All members of the school community, including pupils, are invited to inform the school of any disability they may have. The Equality Policy and Medical Conditions Policy should be read in conjunction with this policy. The SEN Information Report is integral to this policy.

Other important documentation

- SEN and D Code of Practice published 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- SEN and D Guide for Schools <https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
- SEN and D Guidance for Parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Equalities Act 2010 <https://www.gov.uk/equality-act-2010-guidance>
- Children's and families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> • Westminster Local Offer

Review frequency: Annually

Approval: Full governing body.