



St Edward's Catholic First School

Parsonage Lane, Windsor SL4 5EN

Head Teacher: Mrs Sarah Matthews

Telephone: 01753 860607

Fax: 01753 869107

office@secfs.org.uk

www.stedwardscatholicfirstschool.co.uk

Special Educational Needs and Disability Policy

The Head Teacher, Staff and Governors of St. Edward's Catholic First School are committed to providing each child with a broad, balanced and differentiated curriculum. We are aware of the need to look to the development of the whole child in line with the Mission Statement.

Children may be said to have special educational needs or learning difficulties and disabilities (SEN&D) if they are not reaching their full potential compared to the majority of children of the same age. This can be due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

We believe that all children are vulnerable to stress caused by personal circumstance and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

The Code of Practice defines a child as having a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or:
- b) Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age

This policy should be read in conjunction with other relative policies.

Our Aims

The Policy aims to:

1. encourage all our children to develop the respect, understanding and awareness of disabilities, cultures, religions, and values that lead to high regard for each other
2. provide an inclusive education that is broad and balanced which develops pupils' knowledge, skills and understanding

3. enable all our children to reach the highest levels of achievement of which they are capable
4. assist all our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances
5. raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available
6. equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping
7. cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others
8. promote equality of opportunity and to participate in removing barriers for learners with disabilities
9. provide good relations between school, carers and pupils to provide a positive outcome for the child
10. To comply with the Special Needs Code of Practice 2014 and the Families Bill 2014.

Our Objectives

1. All children are given equal access to a broad and balanced curriculum and that each child's achievements are valued, regardless of need or disability
2. We identify and assess children with SEN as early as possible
3. All teaching staff are aware of the procedures for identifying children with SEN
4. There is involvement of parents and pupils on an ongoing basis
5. In order to support children with SEN, we provide differentiation, intervention groups and individual targets and strategies that are additional to and different from the work undertaken within a normal classroom setting. We also offer specialised support from a trained Teaching Assistants working under the direction of the SENCo
6. Clear, factual and up-to-date records follow the child through their first school career and are passed on to their next school. This information can be found in the 'SEN Classroom File' in each classroom.
7. We raise staff awareness and expertise through SEN staff meetings and additional SEN INSET with outside agencies. Each member of staff and their support colleagues have a 1:1 meeting with the Special Educational Needs Co-ordinator (SENCO) at least three times a year
8. We maintain close links with support services, other schools and agencies. (A comprehensive list is available on our local offer available on the school's website.)

Organisation

Inclusion in education involves the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and community of our school;

- Inclusion is concerned with the learning and participation of all students vulnerable to exclusion pressures;
- Inclusion is concerned with improving our school for staff, parents, pupils and the wider community;
- Inclusion in education is one aspect of inclusion in society;
- All children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of their learning and physical needs and be relevant
- All children need adequate and appropriate resources to support their learning
- All children are entitled to an education that balances their individual needs as citizens with the needs of community and wider world
- We provide a secure and structured learning environment with clear standards of acceptable behaviour and consistent procedures for dealing with what is not acceptable
- We seek to develop a full and active partnership with primary carers, governors, pupils and the local community by involving them in the life of the school and enabling them to influence and enhance the school's positive development
- Primary carers and governors have every opportunity to know the school and its staff and develop trust and confidence in it
- Inclusion involves regular and relevant professional development for all staff and support staff. In-service training and teaching is monitored by the Head Teacher, Deputy and SENCO on a regular basis.

Planning

The SENCo is responsible for:

- The day-to-day running of the Special Educational Needs and Disability Policy, in conjunction with the Head Teacher.
- Liaising with and advising all staff members, teaching and non-teaching.
- Co-ordinating, along with the Head Teacher an efficient system for identifying and monitoring children with SEN.
- Co-ordinating the assessment of and keeping records for children with Special Needs.
- Contributing to in-service training for staff.
- Liaising with and making referrals to outside support services, agencies and voluntary bodies, including the School Medical Service, the Educational Psychology Service, Learning Support Service, the Education Welfare Service, Child & Family Consultation Service, Behaviour Support Team and Social Services.

- Assisting class teachers to draw up provision maps in consultation with others (e.g. TA's, parents and pupils), and to incorporate this into the class planning.
- Maintaining close links with all parents of children with special educational needs and disabilities.
- Formal termly review meetings to take place with Class Teacher, SENCO, TA, primary carer and child as appropriate, and for these meetings to provide a positive input to the child's provision.
- Co-ordinating SEN reviews, and organizing Annual Reviews for children with Statements / Education Healthcare Plan (EHCP).
- Producing written reports following Annual Reviews and referrals.
- Liaising with the Head Teacher to write and implement the 'SEN and Disability Policy'.
- To ensure SEN provision is included as part of performance reviews for all staff.

The Head Teacher has the responsibility to ensure that once a child has been identified as having a SEN, formal records begin to be kept following an initial meeting to discuss the needs with the child's carer. Records are accessible to all teachers and professionals in consultation with the SENCO and primary carers.

Resources

There is a range of support material and resources for SEN. Details of additional provision is kept on the central staff PC, with a copy to the relevant support staff, the teachers involved and the primary carer.

Staff

The school employs specialist support teachers, who work under the guidance of the SENCO. Many of the teaching assistants are trained to deliver the Speech and Language Therapy (SALT) programme, and training has also been given to support children on the autistic spectrum.

Assessment

Identification, assessment arrangements and review procedures:

1. We aim to identify children with special educational needs as early as possible in their school career. To this end the SENCO meets each class teacher at the beginning of the year and more times as necessary (informally) to discuss any issues that might have arisen and any change in the needs of the class. All children listed on the SEN profiling system are offered a review of their SEN stage once a term, unless short term targets dictate further meetings should be held.

2. Carers, teachers, support staff, SENCO and pupils are all invited to participate in the setting of short term targets and the evaluation and review of the SEN. In some cases, relevant professionals from outside agencies are also invited to contribute.

Identifying SEN&D

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils during pupil progress meetings. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers

The first response to such progress should be quality first teaching, targeted at the areas of weakness. If progress continues to be less than expected the class teacher, working with the SENCO, will create a provision map for the child which will put into place extra teaching or other rigorous interventions. If after this intervention the child is still not making the required progress the SENCO will assess whether the child has SEN or D.

For some children, SEN&D can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All adults working with the children are aware of age related expectations and continued monitoring will ensure any developmental concerns are recognised early in the child's education. Staff at St Edward's understand that parents are the first educators of their children and as such any concerns they express will be acted upon. If no progress is evident after rigorous interventions the school will seek the advice of external professionals. The time frame for this will be subject to the individual child's development. The parents/carers will be asked to consent to this involvement. The school may consult with the Educational Psychologist (EP) and, teaching and support services, (TASS), Autistic spectrum communication service (SHINE), Child and Adolescent Mental health Services (CAMHS) or other relevant agencies. Where external agencies are involved, we will provide the child's records from their individual files. External involvement may include specialist assessment to create targets, resources and support still to be conducted within a classroom setting. It is the responsibility of the class teacher and support staff to meet these targets. The parent/carers will also be consulted and invited to consent if further referrals (i.e. health, psychological) are deemed to be necessary. Any individual programmes and advice will

be incorporated in the child's provision map or school routine. All the evidence for involvement with the child is recorded and filed.

Request for an Educational Health Care Plan

It may still be that, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, that the child has still not made expected progress. This would then entail the school requesting an Education, Health and Care needs assessment. In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

1. Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
2. Information about the nature, extent and context of the child or young person's SEN Evidence of the action already being taken by the early year's provider, school to meet the child or young person's SEN
3. Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
4. Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies,

The school will provide written evidence of every stage of the profiling system plus reports and assessments from outside agencies. Local authorities will have early discussions with parents about what the EHC needs assessment process and what development of an EHC plan will involve

Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum, including the National curriculum: Children who have been recognised as having SEND are supported from within the school's resources. These are, as previously outlined:

1. Curriculum planning differentiated by class teacher
2. LSA's supporting individual work
3. Intervention Groups run by LSA's

4. Teacher run booster Groups
5. Teaching Assistants trained as appropriate
6. Provision maps assist class teachers and helpers in differentiating the curriculum and are initiated with the SENCO, the primary carer, the pupil, the class teacher and the support staff.

The inclusion/integration of children with Special Educational Needs or Disabilities within the school: At St Edward's First School we are committed to a policy of inclusion where we believe that we can meet a child's SEN appropriately. Where possible we support children in class, with their peers. The school building has suitable access for all. We believe that inclusion is successful when there is adequate and appropriate support for the child, the carers and the school. It is a priority of ours to ensure that a child with SEN has the right support and to this end, we work hard to maintain links with parents,/carers, health and education professionals. We are in regular contact with the Learning Support Service, Language and Literacy, Educational Psychology Service and Behavioural Support Team. We will always seek to share good practice with other local schools. The school is committed to the process of developing inclusion as a whole school and will involve pupils, carers, staff, governors, other professionals and the local community in this process. We commit ourselves to ongoing training in special needs, inclusion and Disability Equality.

Criteria for evaluating the success of the school's Special Educational Needs and Inclusion Policy:

The policy is reviewed where there are changing circumstances and at least every year.

Monitoring:

The Head Teacher and the SENCO will monitor effective communication between all parties through regular SEN meetings and reviews including evaluations and the setting of new targets. Reviews are at least twice a year including Statemented / EHCP children who also have an Annual Review with all professionals involved with the child's learning. There are also informal meetings, phone calls and ad-hoc letters home to carers to report on successes, and if appropriate a home link book.

1. The SENCO and the class teachers will monitor that the provision maps address the needs of the children through regular meetings to analyse, evaluate and re-set targets using different strategies. Information on how to motivate and move the children forward will be received from all professionals involved, carers, teaching staff, and pupils themselves.
2. The Head Teacher, Deputy and SENCO will monitor the identification of children early in their primary school career.

3. The SENCO and the Head Teacher will monitor the effective use of SEN resources through consultation with professionals, Behaviour Support Team, and carers of children on the SEN profiling system.
4. The Head Teacher and the SEN Governor will monitor the success of the Special Educational Needs and Disabilities Policy with parents/carers through questionnaires and through the complaints procedure and the committee agenda and minutes. In addition the success of the Special Educational Needs and Inclusion Policy will be reflected in the following:
 - The results and analysis of Statutory Assessment Tests and teacher assessment.
 - The views of staff, primary carer and the Governing body.
 - The number of children whose needs are perceived to have been met and who move down or off the profiling system which monitors pupils' national curriculum levels. This is held on a designated computer.

Reviewed:	Emma Turver	November 2016
Approved:	Curriculum Committee	28 th November 2016
Ratified:	FGB	30 th November 2016
Review frequency	Annually	