

## Special Educational Needs Policy

### **Ethos Statement**

St Faith's commitment to Special Educational Needs has its starting point in the Christian Gospel, which recognises the uniqueness and value of the individual and which touches every area of human need. Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

St Faith's offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

### **Introduction**

St. Faith's primary school has a named SENCO, Clare Mitchell, who in collaboration with the governing body ensure that the 'St Faith's Special Educational Needs Policy' works within the guidelines of the Code of Practice (2014). It has been written with reference to the following guidance and documents:

- SEND Code of Practice 0- 25 (September 2014)
- The Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Teachers Standards 2012

This policy was developed by the schools SENCO in liaison with the schools SEND Governor, parents and the schools Senior Leadership Team. It was reviewed by the school's, Governing Body in January 2018.

### **Objectives**

- Ensure that all children with SEN/disability have a positive self-image and provide a broad and balanced curriculum to allow them to develop socially, emotionally, physically and intellectually to their full potential.
- Take reasonable steps to ensure the child's inclusion is compatible with the efficient education of other children.
- Allow all children with SEN to be identified as early as possible and flexible provision made for them to deal with difficulties as they arise.
- Carry out effective and regular monitoring and evaluation to ensure the support given is both appropriate and effective.
- Provide a classroom environment conducive to learning which is both caring and supportive, with a range of SEN provision to match the SEN/disability.
- Ensure parents are informed and involved in supporting their children's learning and in the review process at all stages.
- Collaborate with outside agencies in order to provide optimum support for children with SEN.
- Enable pupils to be active partners in their learning.

## **Definition of Special Educational Needs**

The SEND Code of Practice (2014) states:

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

## **Identification of SEND**

At St Faith's the process for identifying Special Educational Needs is as follows:

- Step 1 – A parent, carer or outside professional raises a concern; or regular assessment and tracking of all pupils shows less than expected progress or staff raise concerns regarding emotional well-being or behaviour.
- Step 2 – The class teacher and parents meet to discuss concerns and an initial concerns form is submitted to the SENCO.
- Step 3 – Depending on the type and degree of concern the next steps may involve one or more of the following:
  - Providing teaching, within the whole class setting, targeted at the child's areas that need support.
  - Introducing new classroom strategies or arrangements.
  - The child being provided with extra support or taking part in an intervention programme to help them catch up with peers.
- Step 4 – If the child makes insufficient progress despite teaching that is targeted at the areas of weakness, parents are informed and, if it is thought that the child may require SEN provision, the SENCO meets with and consults the parents. In addition, the SENCO and teacher carry out further assessments to provide a clear analysis of the pupil's needs which could include an Individual Provision Map, or another named support.
- Step 5 – After gathering this information, the class teacher and SENCO decide whether the child has a learning difficulty that requires SEND provision. If they decide that the pupil does not have SEND, other underlying causes of underachievement are addressed. If they decide that the child has SEND, then this is formally recorded and parents are informed. They will be placed on the SEND support register and actions will be put in place to remove barriers to learning and effective SEND support put in place.

In accordance with the Code of practice children will only be identified as SEN and placed on the SEN support register if they make less than expected progress despite high quality, personalised and differentiated teaching, and adjustments to classroom provision. The Code of Practice (2014) identifies less than expected progress which (p.84):

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

If a child starts at St Faith's with previously identified SEND, we will work with parents and past schools, nurseries and professionals to put a programme, provision and targets in place to meet the needs of the child.

### **Roles and Responsibilities**

The Governing Body has identified a Governor to have oversight of SEND provision in school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At St Faith's this role is undertaken by **Rowena Edington** who meets regularly with the Head and SENCO.

The Head Teacher has overall responsibility for the management including provision for pupils with special educational needs/disability. The Head will keep the governing board informed about the special educational needs provision made by the school.

The SENCO is responsible for coordinating the day to day provision for pupils with Special educational needs and implementation of this policy. The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEND
- Liaising with parents of pupils with SEN
- Advising staff on the graduated approach
- Being a key point of contact with external agencies
- Working with Schools Senior Leadership Team to ensure the school meets its responsibilities under the equality act (2010) with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the record of all pupils with SEN up to date
- Coordination and completion of EHCP applications when required
- Annual reviews for pupils with EHCP

### **Staff Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at LA training and outside specialist training. Whenever possible, the SENCO will attend the Wandsworth SENCO forum meetings.

Training needs for staff are identified via pupil progress meetings, performance management meetings, review of impact of provision and the School Development Plan.

### **Monitoring and Evaluating the Policy**

This policy will be reviewed annually and shared with the school governors, all school staff and placed on the school web site.

Reviewed: January 2018

Next review date: January 2019