



**St Philip's Catholic Primary School,
Arundel**

**SPECIAL
EDUCATIONAL NEEDS
AND INCLUSION
POLICY**

**Spring 2016
(Renew date: Spring 2017)**

St Philip's Catholic Primary School, Arundel

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

1. Introduction

Our Special Educational Needs & Inclusion Policy supports and underpins our school mission statement and other school policies. It needs to be read in line with the Catholic ethos of our school.

The Revised Code of Practice (2014) identifies “a child to have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.” This may hinder them in their ability to carry out normal day to day activities. (*Code of Practice 1:8*)

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language which he or she will be taught.

This Policy will show how we at St Philip's will aim to identify, assess and support these children having due regard to the Code of Practice 2014 (relating to Part 3 of The Children and Families Bill).

We fully embrace the principles of the 'Healthy Child' agenda.

2. Aims

To fulfil our statutory government obligations as laid out in the Education Act 1996 (in particular Section 316A Inclusion), The Education Regulations 1999, the Special Educational Needs and Disability and Discrimination Act 2005, the Children and Families Bill (Part 3 Code of Practice) and associated regulations, the Equality Act 2010, the Health and Social Care Act 2012, the Children Act 2004.

- To ensure that facilities exist so that each child with Special Educational Needs is identified as soon as possible.
 - To ensure that each child, parent and teacher is given guidance and support to enable each child to reach their potential, taking into account physical, cultural, emotional and academic factors.
 - To ensure every child has an equal opportunity to achieve success.
 - To provide appropriate resources for this support.
 - To involve children and parents in discussion and decision making. Planning must start with individuals and take into account their wishes and aspirations.
 - To maintain the St Philip's Local Offer and ensure parents have access to it and the wider Local Authority impartial information and support.
 - To work alongside outside agencies where appropriate including health and social care to achieve positive outcomes.
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- To ensure that children with special educational needs have access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum.
- To provide high quality teaching which is differentiated and personalised.
- To prepare our children for adulthood including independent living and employment.

3. **Admissions Policy**

All children with Special Educational Needs will be welcomed at St Philip's, subject to our normal admissions criteria, and if it is deemed that the school can meet the child's needs as well as the needs of the existing children in the school. It is our intention to promote inclusion. The culture, practice, management and deployment of resources will be designed to ensure all children's needs are met. We will have discussions with the parents and the appropriate support services to ensure that parents can make an informed choice regarding the schooling they wish their child to receive within the Local Education Authority. Parents and Carers will be able to use the Local Offer to inform their decisions.

4. **Identification and Assessment**

At St Philip's we are committed to the early identification, assessment and provision for any child with Special Educational Needs. Assessment is not a single event but a continuing process throughout the child's career.

Children will be identified with Special Educational Needs when:

- they are admitted with identified needs. (Early Years settings are required to have regard to the Code of Practice and so a child who has attended a nursery placement will have been assessed and will have a foundation stage profile. This also applies to children who transfer between schools within the primary phase);
- the parent informs us of a possible concern;
- the class teacher recognises a need;
- ongoing observation, routine assessment and testing indicates difficulties in learning or causes concern. (*See Appendix 1*)

5. **Provision**

St Philip's adopts a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child might be experiencing. At St Philip's we make full use of all available classroom and school resources before calling upon outside resources. We use the Code of Practice as a model of action and intervention that is designed to help children towards independent learning.

- **Routine Practice** (*Refer to St Philip's Learning and Teaching Policy*). Routinely at St Philip's, teachers meet the individual needs of all children. They use their knowledge of each child's skills and abilities in order to differentiate the curriculum so that every child has appropriate access to it. This might be achieved by: looking at a child's learning strategies; looking at the learning environment provided; looking at individual tasks; looking at teaching style. All teachers make notes within their profiles on pupils' achievements and behaviour. "Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for
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individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (Code of Practice 6.5)

- **Initial Concern**

Parents or a member of staff may express concern regarding the learning, behavioural or physical needs of a child. If it is felt that a child is not progressing satisfactorily despite differentiated teaching, teachers will review strategies being used with the Inclusion Manager in order to see if these might be further developed. The review may lead to the conclusion that a pupil requires help over and above that which is normally available in class. It is at this point that a child may be entered on the Special Educational Needs register and support given. Four types of action should be taken to put effective support in place- ASSESS, PLAN, DO, REVIEW. This is the graduated approach called “SEN support”. (Code of Practise 6.5)

- **ASSESS**

Before identifying a child as needing SEN support the class teacher, working with the Inclusion Manager, should establish a clear analysis of the pupil`s needs. This is based on pupil assessment, pupil progress, attainment and behaviour. It will draw on the individual`s development in comparison to his/her peers, his/her starting point, the views and experience of parents, the child`s own views and if relevant advice from external support services. (Code of Practice 6.5/6.3)

PLAN

When it is decided to provide a pupil with SEN support, an Individual Learning Plan is usually drawn up in consultation with the class teacher, Inclusion Manager, parents and pupil. It will outline objectives and actions for the following term. The identified objectives, or steps in learning, are specific, measurable, achievable, and realistic and have a timescale. (SMART).

DO

The class teacher remains responsible for working with the child on a daily basis. They will work closely with any teaching assistant or specialist staff to plan and assess the impact of interventions and to gather evidence. (Code of Practice 6.5)

REVIEW

The effectiveness of support is reviewed regularly (at least termly) within school at network meetings, progress meetings, and Individual Learning Plan meetings with parents and child. This may also include meeting with external agencies if they have been involved at an early stage (teacher, specialist, parent and child). (Code of Practice 6.5)

Where a child continues to make little or no progress, despite well founded support that is matched to the child`s area of need, it is likely that external support will be requested. This follows consultation with the Inclusion Manager, colleagues working with the child and parents usually at an Individual Learning Plan meeting. Fresh strategies are put in place following advice and the new Individual Learning Plan/Individual Behaviour Plan reflects such advice. ILP/IBP delivery remains the responsibility of the class teacher in liaison with the Inclusion Manager and Learning Support Assistant assigned to the child. Advice will also be accessed from the LEA support services and the Locality SENCO support group. These meet termly for Planning and Review Meetings (PARM). (Code of Practice 6.9)

- **School Request for an Education and Health Care Plan.**

St Philip's will make a request for an assessment to the LEA when it is agreed that the child continues to demonstrate significant cause for concern, despite the implementation of a specific monitored programme, over a reasonable period of time. (*Code of Practise 7.2*)

- **Education and Health Care Plans**

The LEA considers the need for an Education and Health Care Plan and will, if appropriate, issue one and arrange provision. (*Code of Practise chapter 7*)

- **Exit/Success Criteria**

At St Philip's this is based on early effective intervention that is regularly reviewed and monitored with all concerned (see Rules and Responsibilities.) Progress is tracked according to the Code of Practice and in conjunction with the whole school assessment policy. When support is reduced it is gradual and parents are kept informed at all times.

- **Record Keeping**

As soon as a child is identified as having a special educational need his/her name is placed on our Special Educational Needs register and an individual file set up and the parents are informed in writing. The Inclusion Support Manager has responsibility for ensuring that records are properly kept and available as needed. The record will contain all documentation associated with the child including copies of reports, test results, ILPs, IBPs, review meetings and assessments. They may also include information from early years setting/previous school/parents/health social services or other specialist services. Files are confidential and located in the Rainbow Room.

6. Roles & Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole.

(*Code of Practice 6.5*) At St Philip's we aim to make everyone aware of their own role and responsibilities. (Refer to Staff Development Policy.) At St Philip's all teachers are teachers of children with Special Educational Needs (*Code of Practice 6.5*) Teaching such children is therefore a whole school responsibility.

- **Governing Body**

- To oversee in co-operation with the Headteacher the establishment of a policy for Special Educational Needs and provide adequate staffing and funding for its implementation.
 - To appoint a member of the Governing Body who will take an interest in Special Educational Needs and liaise with the Headteacher and the Inclusion Support Manager, and report regularly at Governors meetings.
 - To report annually to parents on the working of the policy.
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- **Headteacher**
 - To be responsible for the day to day management of all aspects of the school's work including provision for children with SEN.
 - To liaise with teachers, parents, support staff, Inclusion Support Manager and Governors.

 - **Inclusion Support Manager/ SENCO**
 - To oversee the day-to-day operation of the Special Educational Needs provision in the school in consultation with the Headteacher and school governors
 - To set up and maintain the Special Educational Needs Register and maintain records
 - To support and advise the class teachers and Learning Support assistants
To co-ordinate provision of graduated support including the creation and reviews of Individual Learning/Behaviour Plans.
 - Co-ordinate information and complete documentation for Education and Health Care Plan requests
 - Organise EHCP review meetings
 - To provide learning support for children either in the classroom or on a withdrawal basis as appropriate
 - Oversee purchase of supportive resources and maintain an inventory of these items
 - To liaise with parents, children, external agencies, including transfer schools
 - To attend relevant meetings and courses and feed back information.
 - Is a qualified teacher working within St Philip's school
 - To advise on the deployment of the school's delegated budget/resources to meet the needs of pupils effectively
 - To be responsible for and initiate multi agency support through 'Early Help'(Hollistix)

 - **Teaching Staff**
 - To be involved in the development and review of the Special Educational Needs policy
 - To assist with identification of children with Special Educational Needs
 - To support them by providing differentiated access to the curriculum and keeping up-to-date records
 - To be involved in writing and implementing ILPs/IBPs
 - To participate in review meetings with parents, Learning Support assistants, Inclusion Support Manager in consultation with the Headteacher
 - To attend relevant courses and INSET
 - To liaise with parents, outside agencies and transfer schools after consultation with the Headteacher and the Inclusion Support Manager.

 - **Learning Support Assistants**
 - To support staff and children at all times to enable those with Special Educational Needs to access all areas of the curriculum
 - To attend regular liaison meetings with the Inclusion Support Manager
 - To attend relevant courses
 - To keep records of children's work in class files located in the Special Educational Needs area.
 - To be involved in the development and review of the SEN policy
 - To be fully aware of St Philip's procedure for identifying, assessing and making provision for pupils with SEN
 - To be involved in the monitoring and review of provision
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- To deliver programmes of support

- **Parents**

At St Philip's we work in partnership with parents. Parents are encouraged at all times to:

- come into school regularly and discuss concerns and/or progress with a relevant member of staff by appointment
- take an active role in the assessment, reviewing and decision-making processes involving their child
- support their child at home to enable him/her to practise and develop relevant academic and social skills
- fulfil their obligations under home-school agreements which set out expectations on both sides.
- use the Parent Partnership Support Service set up by the Local Education Authority.
- be part of the 'Early Help- Hollistix' where appropriate, which uses a multi agency approach including 'Think Family'.

- **Children**

Wherever possible and appropriate, children will be:

- Involved in the assessment and review process
- Encouraged to identify their difficulties, set goals, agree developmental strategies and help with the compiling of their own I.E.P.s/I.B.P.s classroom targets.
- Fulfil their obligations under the Home-School Agreement
- Be encouraged to discuss any difficulties/concerns with a designated member of staff

7. Working in Partnership with Other Agencies

At St Philip's we work in close partnership with Local Education Authority support services, health and social services. Outside specialists play an important part in the early identification of Special Educational Needs and advise on effective provision. We use the multi agency support for families and children offered through 'Early Help- Hollitix'.

The Inclusion Support Manager meets regularly with relevant Local Education Authority support staff (PARM) and Speech and Language specialists for this purpose. In addition whole school Special Educational Needs issues can be identified and inset training provided as appropriate.

Where it is felt a child needs further consultation through external support services, the Inclusion Support Manager will organise access following consultation with the parents/carers.

The Inclusion Support Manager and Headteacher liaise with, and organise, access to support services and discuss this with parents/carers.

8. Inclusion

Refer to Inclusion Policy and Accessibility Plan.

9. Resources

A financial statement is prepared annually and is published in the Governor's report to parents.

We consider the allocation for Special Educational Needs within the School Budget and allocate additional funds appropriately to meet the needs of the SEN children. Termly

reviews take place regarding the allocation of learning support assistants, grouping of children, and the frequency of support for the children.

Additionally money is allocated from the Curriculum Budget for the Inclusion Support Manager to maintain and develop the Special Educational Needs department.

10. Transition Arrangements

Children transferring from Early Years Settings will be contacted, where possible prior to starting at St Philip's, by the Foundation Year teacher, so that information can be exchanged. In addition parents are invited into school for an information evening. Children are invited to spend some time with their new class teacher. Additional meetings are held with the parents once children are at school. Close contact between parents and the Foundation Years class teacher are encouraged via daily drop off/ collection.

The St Philip's Inclusion Support Manager and Year Six teacher liaise with the Secondary School Inclusion Manager/SENCO and YEAR 7/Key Stage 3 leader for information exchange regarding children due to transfer to secondary school. Where children have Education and Health Care Plans we invite the Inclusion Manager/SENCO of the prospective school to the final annual EHCP review. Any support agency involvement is kept closely informed as to where the child is transferring to and will liaise prior to transfer where possible.

11. Success Criteria

- All children's needs are met through the effective deployment of resources, strategic management and whole school practice within the culture and ethos of our Catholic school.
- Early identification of Special Educational Needs is achieved.
- Wherever possible, the wishes of the child involved are taken into account when organising SEN provision. Children are actively engaged in identifying how their needs can best be met
- The school, outside agencies and parents work in partnership
- Individual records are kept of children with Special Educational Needs and are regularly monitored and reviewed.
- Children with Special Educational Needs are given access to the National and Foundation Curriculum at appropriate levels. Evidence can be found in the class teachers' records
- Children are assessed regularly and the information is used to identify areas of concern, levels of support and to set targets in ILPs/IBPs
- There is regular liaison with parents and outside agencies working in effective partnership with school
- Approval by the Governors of the Policy and allocation of funding for resources and teaching of children with Special Educational Needs.

12. Complaints

If parents have cause to complain please follow the School's Complaints Policy available in the school office and outlined in the School prospectus.

13. Review

This policy will be reviewed annually.

Appendix 1 – Assessment (See Assessment Policy)

St Philip's will measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- teacher assessment of their performance against the level descriptions within the National Curriculum (including the Early Learning Goals)
- standardised screening and assessment tools
- behaviour assessment profile
- social communication checklist
- regular review of Individual Learning/Behaviour Programmes
- their achievement in standardised tests within the National Curriculum using Q.C.A., SATS (Year 2) and N.C.T. (Year 6)
- Autumn term assessment in literacy of Year 1 children (leading on to Early Years Literacy Support).
- other agreed school assessments in line with the school development plan

Specific tests for reading include: Salford A,B,C
New Reading Analysis
Suffolk Reading
Dyslexic Screening Test

Specific tests for spelling include: Spar – graded word spelling test
Vernon – graded word spelling test
Diagnostic spelling tests 1,2,3,4
Diagnostic dictation tests, Margaret Peters
Dyslexic Screening Test

Specific tests for speech and
language include: The British Picture Vocabulary Scale
KS1,KS2 Speech/Language Sampling Kit

Specific tests for Mathematics includes: NFER 7 to 11 test series
Heineman
Revised Sandwell Test

Also: Non-Verbal Reasoning NFER

Appendix 2 – Documentation used to compile this policy

- The Children and Families Bill 2014 (Part 3 relating to the reviewed Code of Practice)
 - Special Educational Needs (Local Offer) Regulations Clause 30
 - Special Educational Needs (SEN Coordinator) Regulation Clause 63
 - The Education (Special Educational Needs) (Information) (England) Regulations 1999 Annex A (Code of Practice p.197 Schedule 1)
 - Section 317A Education Act 1996
(The School has a duty to inform the child's parents that Special Educational Needs provision is being made for the child because the child has Special Educational Needs)
 - Special Educational Needs Toolkit
 - The Special Educational Needs and Disability Act 2005
 - The Disability Discrimination Act 2005
 - Healthy Child program
 - Equality Act 2010
 - The Children Act 2004
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