

## **1. Introduction**

A child has learning difficulties if:

- He/she has significantly greater difficulty in learning than the majority of children of the same age

or

- He/she has a disability which prevents him/her from making use of educational facilities for children of the same age.

It is our philosophy that children with learning difficulties or disabilities have ordinary needs first.

The staff and governors of Catforth School are committed to the ethos of integration of special needs children into the school and regard it as being beneficial to the school as a whole.

The staff endeavour to work in partnership with parents and to give appropriate support.

A named Governor will take responsibility on behalf of the Governing Body to oversee Special Educational Needs (SEN) provision within the school and will support the Headteacher and staff in this area. Currently this is Mandy Wilson.

Staff will endeavour to improve their knowledge and experience through appropriate training provided by the school.

Staff will work closely with support agencies where required.

Staff will show commitment to resourcing for SEN within their class.

Staff will be aware of any necessary extra safety procedures for SEN children.

Any SEN provision will be done in the least restrictive way.

As a school we believe that every child is entitled to a curriculum which:

- Enables them to access the highest level of achievement possible
- Develops the whole child by catering for their social, emotional, physical, intellectual and moral development
- Encourages purpose, self-discipline, independence and community responsibility in a caring and secure learning environment.

We believe that the curriculum is everything that happens within the school, that affects or influences the child.

We strongly believe that the education of every child is a partnership between home, the teacher and the child.

## **2. Aims and Objectives**

We value all children equally and ensure they achieve success. Our children will have access to a broad, balanced, relevant curriculum which includes the Early Years Foundation Stage, National Curriculum and RE, and will participate in the full life of the school. We promote hard work and a feeling of self-worth with all of our pupils.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make good progress the school will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
- Ensure good working relationships with parents, carers and the community

- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with special educational needs and promotes a high standard of attainment and achievement
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEN children
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We accept the definition of SEN as outlined in the Education Act where the term SEN refers to those children who experience difficulties in learning in comparison with their peers. We are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of SEN children rests with all staff but will be co-ordinated by the school's Special Educational Needs Co-ordinator (SENCO), Mandy Colligan.

### **3. Roles and Responsibilities**

The governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Governor meets regularly with the Headteacher and the SENCO.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the "responsible person" - the Headteacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs, consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision for their learning needs calls for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The Headteacher, as SENCo, is the school's "responsible person" and manages the school's SEN work. The Headteacher will keep the Governing Body informed about the SEN provision made by the school.

The SENCO will identify areas for development in SEN and contribute to the School Development Plan. The SENCo will co-ordinate provision at all stages of the Code of Practice.

The key responsibilities of the SENCO will be to:

- Liaise with and advise fellow teachers through regular review meetings
- Manage learning support assistants
- Liaise with parents of children with special educational needs
- Oversee the records of all children with special educational needs
- Contribute to the in-service training of staff

- Liaise with agencies including the LEA's support and educational psychology service, health and social services, and voluntary bodies.

All the teaching and non-teaching staff will be involved in the formation of the SEN Policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress.

Teachers will be responsible for:

- Identifying from observation and/or data causes for concern
- Communicating concerns to the SENCO and parents
- Producing Individual Education Plans (IEPs) for children in their class in liaison with the SENCO
- Liaising with parents
- Supervising support staff working with children in their class
- Contributing to reviews and case studies.

Support staff will be responsible for:

- Working closely with the class teacher to plan, provide and evaluate support to meet the specific needs of the SEN children within the class
- Contributing to reviews and case studies.
- **4. Admissions**

Pupils with special educational needs will be admitted to the school in line with its admissions policy. The school is aware of the statutory requirements of the SEN Code of Practice and the Disability Discrimination Act and will meet the Act's requirements. The school will use their induction procedures to work closely with parents to ascertain whether a child has been identified as having special educational needs at Early Years Action or Early Years Action Plus. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **5. Early Identification**

Information about any children who have been placed on Early Years Action or Early Years Action Plus by previous educational establishments will be ascertained from parents at the induction meetings to have a plan in place for the child before they start school. The Foundation Stage profile will be used to identify any areas of concern for Reception children. Observation by staff will identify any emotional or behavioural difficulties a child might be experiencing.

## **6. Stages of SEN**

The school will use the Code of Practice as a guide for organising provision for children with SEN.

### **Identification**

If the class teacher feels a child is not achieving as he/she should or is experiencing other difficulties in school, the class teacher will discuss these concerns with the SENCO, and the parents. The child's progress will be monitored and the parents kept informed.

The class teachers will provide differentiated learning opportunities for all children in their classes and take responsibility for monitoring the children's progress. This differentiation may well be to place the child on a booster programme such as ELS, ALS, Springboard, etc. This level of support is prior to SEN intervention.

### **School Action**

If it is found that a pupil is falling behind, the school will take further action. The SENCO will become further involved when it is felt that a child is not making adequate progress. The SENCO will place the child on the SEN register. Parents will be informed by and the child will be provided with interventions

that are additional to or different from those provided as part of the school's usual differentiated curriculum.

An IEP or support programme will be written for the child setting out specific targets to help with the difficulty and strategies to achieve those targets. Parents will be asked to be involved in helping to achieve the targets. The IEP will be reviewed termly. This stage is called School Action.

### **School Action Plus**

If the child continues to make little or no progress in a specific area over a long period or continues working at National Curriculum levels substantially below that expected of children of a similar age, then school may request help from external sources following consultation with parents. The reasons for lack of progress may be:

- Having emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individual behaviour management programme.
- Having sensory or physical needs which require additional specialist equipment or regular advice or visits from specialist services.
- Having ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If extra help is required, the school will involve any relevant outside agencies for advice and support, for example, LCC's IDSS, Educational Psychologist (EP), Speech and Language Therapist (SaLT). This stage is called School Action Plus.

## **7. Individual Education Plans**

If a child is experiencing difficulties which are not being overcome by the normal differentiated curriculum provision then an IEP or Support Programme will be produced by the school for the individual child. The IEP will contain:

- The short term targets set for the pupil
- The teaching strategies to be used
- The extra provision to be put in place
- When the plan is to be reviewed
- An evaluation of the plan

Parents will be able to discuss these with the class teacher and SENCO at parents evenings.

IEPs will usually be reviewed and amended termly although in some cases they might be reviewed in a shorter period of time if felt appropriate.

Parents who wish to liaise with the class teacher or SENCO on a more regular basis are most welcome to do so.

## **8. Statements of Special Educational Needs**

The Statements of children who have special educational needs will be reviewed annually in line with the statutory requirements. All persons/agencies who are involved with the child will be requested to provide a written report of the child's progress and attainment levels. All parties will be invited to a meeting at the school. At this meeting the appropriateness of the Statement will be discussed, new targets agreed and any recommendations made will be sent to the Local Education Authority for their decision. The procedures for reviewing IEPs for children with Statements are the same as for other children on the SEN register.

## **9. Resources.**

Resources allocation seeks to enable the school to meet the aims and objectives of the school's SEN Policy as set out in this document.

The Headteacher and Governing Body determine the overall staff establishment of the school. Within that, provision for SEN (within the constraints of the budget) is then decided, due consideration being given to the number of children in school who have been placed on the SEN register and the particular needs they have.

The Governing Body will ensure that support staff are employed to support staff and pupils.

## **10. Access to the Curriculum.**

The school does not have any specialist SEN unit within the school. All children with special educational needs are taught wherever possible within the classroom situation. Withdrawal for short periods of time with a support assistant or other professional, either individually or in a small group situation may be used as and when felt appropriate by the class teacher and SENCO.

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation. All curriculum policies include a statement related to the provision for SEN children.

We aim to ensure that children with special educational needs play a full role in all school activities wherever possible, ie. homework, clubs, assemblies, school plays/productions, trips/residential visits, swimming, school teams, sports etc.

The Governors have a policy of inclusion. Therefore it is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, role and social circumstances, have access to the curriculum and make the greatest progress possible.

## **11. Complaints**

The complaints procedure for SEN mirrors the school's other complaints procedures which can be found in the school's Prospectus.

Should a parent or carer have a complaint about the special provision made for their child by the school they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and the class teacher will discuss the complaint and what further action can be taken by the school. If the concern cannot be resolved at this stage the concerns may be taken up with any of the following:

- SEN Governor
- Chair of the Governors
- LEA - District Education Office - East Cliff, Preston.
- Parent Partnership Services- 01772 752727

(Parent Partnership Services provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education. Although funded by the Local Education Authority they provide a service to parents and are often either run at arms-length from the authority or by a voluntary organisation to ensure parents have confidence in them.)

## **12. Training**

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

The SENCO and Head will keep fully up-to-date about SEN issues through attendance at training and cluster meetings. In addition the SENCO will develop her skills through attendance at specialist training, discussions with outside agencies, reading and through subscriptions to professional bodies.

Teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Non-teaching staff will be able to access relevant training by discussing their needs with the Head Teacher and SENCO who will try to accommodate them subject to budgetary restraints.

### **13. Outside Agencies**

Liaison will take place with the following agencies as and when necessary:

- Education - IDSS/EP/Adviser
- Health - Nurse, Doctor, Occupational Therapist, SaLT, Physiotherapist
- Education Welfare Officer
- Children's Social Care
- Parent Partnership
- Ethnic Minority Service, Traveller Education Service, etc.

### **14. Consultation with Parents.**

School operates an open door policy and parents are encouraged to discuss any concerns about their child's educational progress or matters relating to their development with the class teacher at any convenient time.

The school holds open evenings during the year and a report of the child's progress is sent to all parents. If a child is on the SEN register they will have an IEP. Parents will be sent a copy of any new IEPs for comment. Parents will be invited into school to discuss progress and any new targets that have been set with the class teacher at this time. This is in addition to the standard parents' evenings. Parents can also make an appointment with the SENCO at any convenient time to discuss their child's difficulties, educational provision and progress.

### **15. Links for SEN pupils**

The school has links with local High Schools. Staff and children exchange visits to help the transition between stages. Additional High School visits can be arranged for pupils who may find the transition problematic. The school also links with Special Schools for advice as appropriate.