

Saints Peter and Paul Catholic Primary School



SEN Policy

Agreed by Governors February 2012

Date for Review February 2014

Signed

J. Mousley

Saints Peter and Paul Special Needs Policy

The School Mission Statement

Saints Peter and Paul is a school where we embrace and enhance our partnership with parents, the parish and the wider community.

We seek to enable every child to reach their true potential through our teaching and learning experiences, closely matched to children's needs.

Central to our approach is the firm belief that our culture and ethos are based on gospel values of love, and mutual respect where individuality is encouraged and individuals thrive.

Our school aims to:

Partnership:

We aim to work in partnership with our families, our community and our parish.

1. We provide a culture and ethos in which all visitors are welcomed warmly and sincerely.
2. We actively encourage the partnership with parents in order that each child's education is the best possible.
3. Our partnership with the parish of Saints Peter and Paul is highly valued, through which we serve our local community.

Full Potential:

We seek to provide an education which gives access for each child to reach their full potential.

1. Governors will support and guide the work of the school.
2. Staff will deliver excellent learning opportunities and contribute to the culture and ethos of love, care and respect through skilful guidance, advice and encouragement.
3. Children, through the combination and staff and parents will be guided and supported to take the opportunities that school offers them to the fullest.

Gospel Values:

We aim to create an atmosphere where everyone's individuality is celebrated and encouraged, where talents are recognised and celebrated and where love, care, respect and justice are at the heart of everything we do.

1. We value everyone within our school community.
2. We work to celebrate the gifts, talents, successes and endeavour of all our members.
3. We are guided by the gospel values of love, care, respect and justice

Children's Mission Statement

In our school:

- We will work with children, parents, our church and everyone who lives close to school.
- We will help every child to try their best and be their best.
- We will show love and respect to everyone around us as Jesus taught us, so everyone can be the person they want to be.

Introduction

Staff at SsPP aim to develop and improve upon the inclusive culture which is already well established within the school. Our intention is to provide for adults and children alike

"a secure, accepting, collaborating and stimulating community, in which everyone is valued, as the foundation for the highest achievements of all students." (Index for Inclusion – Centre for Studies on Inclusive Education, 2000. P9)

We interpret 'inclusion' therefore in its widest sense, as a process whereby the school continually seeks to offer equal opportunities for participation and success to all its pupils, whatever their age, gender, ethnicity, ability and attainment, behaviour or background.

The philosophy of the school is that it caters for the needs of all the children attending Saints Peter and Paul Catholic Primary School. We utilise our own resources and those of outside agencies. We believe in the rights of the child to receive the best education that we can give and one that best meets their needs. To this end it is necessary to work in partnership with both parents and child.

According to Warnock (1979) as many as 1 in 5 children will display Special Educational Needs (S.E.N.) at some point during their school life. These needs may be short term or

long term, but this is actually inconsequential as the school aims to meet the needs of all its pupils.

If a child has Special Educational Needs we will ensure the use of all our resources to help the child. We will also organise external resources to aid the child.

This policy has been reviewed to meet the needs of staff, governors and parents now working within the confines of the Code of Practice (2001)

It is hoped that in this way it will be deemed more user friendly. It now includes in its appendices

- The Code of Practice
- The role of the Senco
- The role of the Class teacher
- The role of the Governors and Designated Governor.
- The role of the Support Teacher
- Identification & Assessment

The above have been discussed with the interested parties. Their foundation is the Code of Practice and how this identifies each person's role. These suggestions may have been changed to meet the needs of our school.

Responsibility

The implementation of this policy is the responsibility of the Governors, Headteacher, Assistant Headteachers, Senco's and every class teacher. It also needs the support of parents and children.

The Governing Body has a mandatory responsibility towards children with Special Educational Needs. The Designated Governor should oversee that the needs of the children are being met. See Appendix 4

The Headteacher is responsible for the day-to-day organisation of Special Needs in the school. As is often the case this is delegated to the Senco's.

The Senco's are responsible for co-ordinating Special Educational Needs within the school. See Appendix 2.

The Class Teacher is responsible for ensuring that the needs of all the children in his/her class are met. He/she must ensure a differentiated curriculum (with the support of the Senco / Support Teachers) where appropriate

The Parents must support their child, encouraging them, giving them positive reinforcement, attending meetings and reviews and working towards any targets that request their input.

Aims

1. We aim to meet the needs of all children in the school.
2. We aim to ensure that all children receive a balanced, relevant and differentiated curriculum.
3. That education to those identified as having Special Needs is delivered in the correct manner: Where possible children are taught in their usual groups.
4. The individual skills of the teachers are used to ensure access to the National Curriculum for all children.
5. A Partnership is formed between the parents, the teachers and the child to ensure a positive attitude to learning and a joint recognition of the child's needs.
6. We aim to maintain the esteem of a child with Special Educational Needs.

Special Educational Needs

Identification and assessment of children with Special Educational Needs are highlighted in Appendix 1. We identify those whom we recognise as having these needs.

We recognise the following areas of need:

- **communication and interaction**
- **cognition and learning**
- **behavioural, emotional and social development**
- **sensory and/or physical**

These may all affect a child's work.

Policy Into Practice:

Staged Approach: See Appendix 1. "Special Needs Process At Saints Peter And Paul School" We have adopted a staged approach to Special Educational Needs in accordance with the Code of Practice.

Responsibility: Education of a child with S. E. N. is the responsibility of the school. Through Senco's any external support and advice is requested, and co-ordinated to ensure that a child receives the best possible help.

Identification and Assessment: Assessment is of great importance in helping a child work to the best of their ability. Detailed assessment ensures that work can be differentiated to meet a child's needs.

Early identification is of paramount importance. Formative and summative testing is used to identify a child's progress and any areas for concern, which will be dealt with accordingly - see Appendix 1.

Teaching Methods: Differentiation of task, resources or support ensures that children are working at the appropriate level.

Play Plans / Individual Education Plans (I.E.P) Individual Behavioural Plans (I.B.P) are written by the class teacher for children working at Early Years Action (EYA) and School Action (SA). The Support Teacher (In consultation with the SENCOs and the Class Teacher) produces I.E.P's for children working at School Action Plus (SA+)

Support Staff will work with those children targeted by the Senco on issues related to their I.E.P.'s.

Procedure

Every effort will be made to identify a child's S.E.N. as early as possible in order that appropriate action may follow.

A Special Educational Needs Register (Sencar) will be kept. It will identify the children with S.E.N., the area of difficulty, the stage (of the Code of Practice) the child has reached.

The Senco, using the appropriate forms, will document all progress through the stages of the Code of Practice. (See Appendix 15) Reviews will be arranged accordingly, and parents will be kept fully informed.

Involvement of Parents

Parents are fully involved in all discussions and decisions made with regard to meeting their child's needs. They are invited to review meetings and decisions would only be made without them if they had failed to attend (at least two dates).

Parents of children on the Sencar will be invited to discuss children's progress on at least a termly basis.

If parents are unhappy with any decisions that are made they have the right to complain. Several avenues are open to them.

They may be unhappy with the support being offered to their child In this case they could come in to school and discuss the matter further with the Senco and / or Headteacher. If they are still dissatisfied, they could approach the Designated Governor for Special Needs.

Common Assessment Framework (CAF)

The Common Assessment Framework (CAF) is a key component in the Every Child Matters: Change for Children programme. It is an important part of a strategy for helping children to achieve the five priority outcomes of the Every Child Matters agenda.

What is the aim of the CAF?

The aim is to identify, at the earliest opportunity, a child's additional needs which are not being met by the universal services they are receiving, and provide timely and co-ordinated support to meet those needs.

What are the benefits of the CAF?

It will help to support better understanding amongst practitioners, reduce the number of different assessments, facilitate early intervention and speed up service delivery. When a child is involved with a number of agencies, it is a useful tool in pulling all of the agencies together into one piece of documentation. The CAF is only closed when the child's needs are being met. When a CAF is opened, a lead practitioner will co-ordinate the documentation and meetings that are held. This is normally within school, the class teacher.

Summary of The Special Needs Process at Saints Peter and Paul School

We must ensure the following:

1. Early recognition and Identification of S.E.N.

- 2. Correct Implementation of the Code of Practice to meet the needs of the children.**
- 3. Clarity of Responsibility for Roles within the Special Needs Policy.**
- 4. Appropriate Training for Staff.**
- 5. Annual Review of Special Educational Needs**

Appendices:

- 1. Special Needs Process At Saints Peter And Paul School**
- 2. Role of the SENCO**
- 3. Role of the Class Teacher**
- 4. Role of the Governors and Designated Governor**
- 5. Role of the Support Teacher**
- 6. Special Needs Code Of Practice**
- 7. SEN A Guide For Parents February 2012**