

St George's RC School SEND Policy Updated December 2016

Rationale:

At St George's School we aim to secure the best for all pupils as individuals. We strive for them to be the best that they can be. This approach means that every effort is made to promote a positive school climate that recognises the right of pupils with special educational needs not to stand out from their peers. We endeavour to embrace the ethos of Inclusion.

Definitions:

We believe that the 'purpose of education for all children is the same but the help individual children will need will be different.' (Warnock 1978)

"Pupils have SEN if they have a learning difficulty which calls for special educational provision to be made for them" Code of Practice 2001

A learning difficulty is defined as:

The pupil has a significantly greater difficulty in learning than the majority of children the same age.

The pupil has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

Meeting special educational needs can be accomplished through the provision of a special means of access to the curriculum, and by attention to the social structure and emotional climate in which the education takes place.

St George's RC School also recognises that children with emotional and behavioural difficulties may have special educational needs.

Aims:

- To identify a child with special educational needs as early as possible.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To effect a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child relevant to their age and comprehension.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the act in relation to disabled children and young people and those with SEN, must have regard to:

The views, wishes and feelings of the child or young person, and the child's parents

The importance of the child or young person, and the parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

The need to support the child or young person, and the parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Arrangements for provision:

Rose Birkenshaw is responsible for co-ordinating special needs provision within the school. Miss Birkinshaw provides support and advice to staff, liaises with the LA and external agencies and monitors and develops special needs provision. Carla Willis is the Assistant Teacher for SEN provision and works under the direction of Rose Birkenshaw.

Identification, assessment and review:

Each class teacher is responsible for the learning and development of all the children within their class, including those with special needs. We use on-going teacher assessments, APP, Foundation Stage profiles, SATs, Salford Reading,

Spar Spelling and QCA tests to aid in the identification of special needs. It is the class teacher's responsibility to assess and identify children and notify the special needs co-ordinator, who will support the teacher in setting up appropriate strategies and programmes of work.

Children will be re-assessed by the SENCo and if appropriate will be placed on the SEN register at the earliest by the Autumn term of year 1. Parents will be consulted and kept up to date throughout the assessment process.

Parents' permission will be sought to place children on the SEN register.

Progress reviews are undertaken in consultation with the special needs co-ordinator and the class teacher. Parents are invited to meet with the class teacher and SENCo on a regular basis to review progress. Review meetings can also take place with the parents and the child in line with the current code of practice.

Integration and access to the curriculum:

Lessons are differentiated to allow all pupils to access the curriculum. Pupils with SEN are taught within the class with support on hand where necessary. Occasionally the pupils will be taught out of the classroom if working with the SEN TA or other skilled adult.

SEN pupils are identified on each class teacher's planning and differentiated for *as appropriate and as necessary*. Individual targets are set by the class teacher which can change daily or weekly as appropriate.

IEPs have been phased out in line with current best practice. Children with SEN have an Individual Provision Plan which is updated daily.

Achievements and successes are recorded in the IPP, both at home and at school. Individual targets are recorded in the book. Targets may change on a daily basis and are always achievable yet challenging. We have high expectations for our children with SEN.

We undertake to ensure that children with special needs have access to the full breadth of the curriculum by the use of such strategies as flexible grouping of children, adapting timetables where appropriate, and the sharing of resources and expertise where beneficial. Where appropriate and possible teachers are flexible about organising and managing teaching groups to increase the support available to children with special needs. We also aim to extend and develop skills and resources that will aid differentiation to meet each child's specific requirements within all areas of the curriculum.

We organise our classrooms and activities to support children with special needs by such strategies as peer tutoring, appropriate oral language and instructions, Comfortable, Confident and Challenge levels of differentiation, support from classroom assistants and parents and co-operative group working.

Resources

We use a variety of means of recording and provide specific aids to learning when appropriate. We assess written material for suitability of reading level and provide differentiated learning resources as necessary. Classrooms are organized to ensure access to resources is appropriate to all the children's needs.

The teaching area outside years 3/4 is designated as a special needs resource and base which is administered and updated by the Special Needs Co-ordinator.

The school recognises the need to provide the maximum amount of assistance for children with special needs. Classroom assistants are provided to support children within their classes and individual teachers undertake to deploy any such assistance in the most beneficial way. Additional support staff are allocated to classes depending on the levels of support needed for SEN pupils.

Parents in partnership:

At St George's we recognise the importance of effective dialogue between teachers and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the school to support their child's learning. At each stage of the special needs process parents sign a consent form to give permission for their child to be moved to the next stage.

Should any parent be dissatisfied with the school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the headteacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of the school is named as having a particular interest and responsibility for special needs and concerns can be taken to her if necessary.

Liaison with other schools and agencies:

A record for any child with special educational needs in an early education setting will be passed, with the parents' permission, to us. We liaise with schools that a pupil has transferred from and reassess that pupil for inclusion onto our SEN register if necessary. In addition Y6 children are schooled in the skills they will need to transfer successfully to secondary school. Specialists from external agencies are used to support the progress of the children. We utilize the support of the Educational Psychologist, Well Being Worker and Behavioural Support Service.

Training:

Regular staff meeting time is allocated to the discussion and development of special needs within the school with appropriate in-service training for teachers and support staff.

Accessibility Plan

Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Special Needs Organisation at St George's RC Primary School

Academic Year 2016/2017

Headteacher: Dee Statham

Deputy Headteacher: Clare Clark

Special Needs Co-ordinator: Rose Birkenshaw

AT to support inclusion: Carla Willis

Intervention leader: Margaret Oliver

Named Governor for Special Needs: Christine Gilbert

Educational Psychologist: Liz Firth

Primary Well Being Worker from CAHMS: Sharon Daniels

