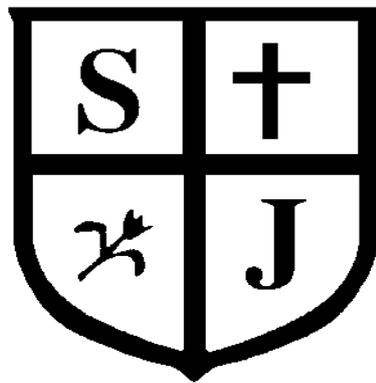


# **St Joseph the Worker Catholic Primary School**



## **SEN Policy**

**(updated March 2017)**

**"A loving Christian family, striving to  
achieve excellence"**

## **SPECIAL EDUCATIONAL NEEDS POLICY FOR ST JOSEPH THE WORKER RC PRIMARY SCHOOL**

**“A loving Christian family, striving to achieve excellence.”**

### **Introduction**

This document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs & Disabilities at St Joseph the Worker RC Primary School.

We believe that all our children have a right to a broad and balanced curriculum and that children with special needs can learn and make good progress.

We believe that children with Special Needs deserve compensatory resources of time and money to meet their needs and that all teachers in our schools are teachers of children with special needs.

However, as a consequence of the changes in funding arrangements for children with SEN in Knowsley, parents must be aware that provision will be managed with reference to all children on the SEN Register.

LA Guidelines/Local Offer and the New SEND Code of Practice have been taken into consideration in the formulation of this policy.

This policy was reviewed and updated in February 2016.

### **Aims**

- To identify all children who need special consideration to support their:
  - Communication and interaction
  - Cognition and learning
  - Sensory and/or physical needs
  - Social, emotional and mental health difficulties
- To ensure that these children are immediately given appropriate support to allow every child full access to the EYFS and new National Curriculum.
- To ensure that these children are fully integrated into all activities of the school where appropriate.
- To involve parents and children in developing a partnership of support enabling them to have full confidence in the strategy adopted by the school.

### **Responsibilities**

The designated person having responsibility for SEN is Mrs J Ryan, Headteacher of St Joseph the Worker RC Primary School.

The Governor with special responsibility is Mrs J Staunton.

SEN Co-ordinator is Mrs S Sisk.

### **SEN Specialism**

Mrs Sisk and Mrs Ryan have completed the National Award for SEN co-ordination. In addition Mrs Sisk has a qualification in Sign Along level 1. Mrs Sisk attends local and national SENCO conferences and has received training from KNASC. Mrs Sisk has also completed training in Dyslexia, ASC and ADHD. She also attends half-termly SENCO meetings at KNASC, and annual inclusion conferences. The training has supported her in leading the development of the New Code of Practice.

Mrs Meadows and Mrs Yates (Learning Mentors) have experience working with children with a range of learning difficulties. Mrs Meadows has a Play Specialist Diploma.

### **Special Facilities**

St Joseph's Primary School has ramps and toilet facilities to accommodate children with physical difficulties e.g. wheelchair access. Most classrooms are carpeted to accommodate children with auditory difficulties.

### **Funding**

From 1st April 1996 under the LA Action Plan for Special Needs the funding for pupils identified as having Moderate or Specific Learning Difficulties will be delegated to school on a formula basis.

St Joseph the Worker RC Primary School has a Service Level Agreement with Knowsley's Northern Area Support Centre to provide support for children with Moderate Learning difficulties and Specific Learning Difficulties. At present the Knowsley Northern Primary Support Centre, provides advice and support for these children for the equivalent of one day per week.

In addition Knowsley schools receive funding for SEN Enhancement to manage the delivery of the Code of Practice.

St Joseph the Worker RC Primary School aims to use this funding to provide non-contact time of 2 days per week to enable staff to fulfil their duties under the Code of Practice.

### **Role of SENCO**

- Co-ordinate provision for children with SEN.
- To keep up to date with current legislation and documentation and to keep staff informed.
- To ensure all relevant documentation is kept as required by the Special Needs & Disabilities Code of Practice as well as a register of all children with special needs in the school.
- To liaise with colleagues.
- To liaise with all relevant agencies and Support Services.
- To work with the support teachers provided by the Knowsley Northern Area Support Centre, ensuring that the support is targeted to the appropriate pupils.
- To monitor teaching of SEN and use of IEPs in the classroom.
- CPD of support staff through performance management.
- Monitor SEN progress.

- TAF

Admission Arrangements for children with special Educational Needs are in accordance with the New Code of Practice and as stated in the Knowsley Primary Education Admissions brochure.

**Identification, Assessment and Review Arrangements include:**

- Early identification. We aim to identify most special needs within pupils first year of entering school or nursery or as needs develop throughout their school life.
- The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENCO or the Head Teacher for support where necessary.
- The conduct of procedures for identification, assessment and review in accordance with the Code of Practice following the recommended 4 stage approach.
- The use of set forms to record identification of concern and planned action strategies at SEN support. These are provided as an appendix to this document.
- Informal discussions held as the need arises to address teachers concerns with regard to specific children. The support and advice of colleagues is valued by all teachers at all stages.
- After identification, parents are invited to discuss their child's area of difficulty. A planned programme of work is provided for each child, and if necessary arrangements made for the provision of outside support. Parents are made aware of any support - material used in school or at home. There are regular reviews to share information on the child's progress in school and at home. These reviews are between the parent, the child, the class teacher and/or SENCO, the Learning Mentor, and any other involved agencies, such as KNASC Staff or the Educational Psychologist.
- Children at SEN support will have termly reviews.
- Children at Statement/EHC plan will have an interim review ½ yearly and a full annual review.

**Transition from class to class and Key Stage to Key Stage**

Discussion takes place regarding the children on the register, their needs and individual programmes of work. In all year groups all relevant documentation is transferred with the child to the next class.

All Year 6 SEN children are reviewed in their final term and all documentation requested from the LA transferred to their Secondary Schools.

SENCO from their future Secondary School is invited to attend the final SEN support and EHC Plan reviews.

SENCOs from Secondary School are also invited to meet to discuss in the Summer term all relevant information to ensure transition is as smooth as possible.

Transition arrangements vary depending on the level and specific needs of the child, and certain children will require a more structured and extended transition period than others.

### **Provision for Curriculum Access**

- Teaching of SEN pupils is primarily in mainstream classes.
- All children have access to the National Curriculum and Early Learning Goals in the Foundation Stage. Differentiation takes place where appropriate. Those children who are withdrawn for extra support are not deprived of any aspect of the National Curriculum. In all phases the majority of children who are withdrawn are receiving support in literacy and language skills. In class SEN children's work is linked with their Personal Provision Plans during appropriate lessons, where they receive support from Teaching Assistants. If timing means SEN children are withdrawn during the teaching of another subject the class teacher will provide access to the work missed on their return. Class teachers have copies of each child's PPD and copies are in the children's personal files and in the class SEN file.
- All pupils with SEN are encouraged to join with other pupils in all activities, unless advised against for medical reasons.
- Precision Teaching, years 2 - 6

**Records** of all SEN children at each Stage of the Code of Practice, plus SEN Registers (SENCAR - Special Educational Needs Concerns and Action Record) are kept in locking metal filing cabinets, keys being held by the Headteachers and SEN Co-ordinator.

### **Resources**

Each class has its own individual resources to support SEN children's learning and a Central Resource Area for the specific use of SEN children in their withdrawal groups and in their classrooms.

There are some materials kept in a Central Resource Area in the Learning Mentor's room.

### **In-Service Training**

- The Special Needs Co-ordinator is released to attend courses, meetings and in-service training.
- The SENCO attends regular meetings at Knowsley Northern Area Support Centre. These meetings provide on going training with visiting professionals in areas of concern including - Assessment/Testing, Dyslexia and Attention Deficit Hyperactivity Disorder.
- Inset day in September 2014 to share with staff changes to SEN provision and to introduce the New Code of Practice.
- Where specific training needs are identified through performance management, the SENCO will liaise with the relevant agencies to access appropriate support for staff.

### **Outside Sources of Support**

KNPSC - Knowsley Northern Area Support Team provides in-school support for one day per week. The centre can also provide the schools with a variety of printed materials and games for children with SEN.

Northern Support Teachers - C Farrar / P Shotton  
Educational Psychologist - M Green

Other agencies giving support in meeting the needs of specific children:-

School Nurse  
KNAST  
Educational Psychologist  
ASC Specialist teachers  
Social Services  
Educational Welfare Services  
CAMHS  
Motor Co-ordination Team (OT)  
Family First  
Continence Team  
Physiotherapy  
Speech and Language Therapy  
Community Paediatricians  
Family Futures.  
Health Visitors  
Inclusion Support Workers  
Butterfly's Counselling3

### **Evaluating Success of Policy**

The school's SEN Policy will be achieving its aims if :-

- All special educational needs are identified promptly and addressed immediately by the appropriate application of the 3 staged response.
- The targets set for IEP's are achieved in the majority of cases.
- There is fluid movement of individual children between stages where appropriate.
- No child is exempted from the National Curriculum or EYFS.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.

### **Complaints**

If a parent of an SEN child is not satisfied with the provision made for that child, the parent can seek an appointment with the child's class teacher and/or the SEN Co-ordinator. If the parent is still not satisfied, after consultation with the above, the parent must make an appointment to see the Headteacher who may seek to discuss this with the Governing Body. If still not satisfied, the parent can contact the Knowsley Local Authority.