

ST MARY'S CE (A) FIRST SCHOOL

POLICY DOCUMENT FOR SPECIAL EDUCATIONAL NEEDS

Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

Aims

- To provide access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress and learning.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. *Communication and interaction*
 2. *Cognition and learning*
 3. *Social, mental and emotional health*
 4. *Sensory/physical*
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of satisfaction and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives

- To follow the *SEN Code of Practice 0-25 years* when identifying and assessing children with special educational needs.
- To use *Waved Interventions, Learning Passports and Individual Provision Maps* to support progress and attainment. To monitor and track pupils termly.

Guidelines

Additional support will follow the "**Assess, Plan, Do, Review**" model of intervention:

- **Wave 2 intervention** provides 'catch-up' programmes for small groups of children who may be struggling with a concept or in a particular area of learning. They are time-limited and aim to boost skills in order to access the curriculum confidently after the intervention.
- **Wave 3 intervention** provides 1:1 intensive, precision teaching to enable the child make accelerated progress.
- **Precision Teaching** provides individual support, 1:1 for children with a specific learning need. Each child has their own provision map within their Learning Passport, ensuring the opportunity to work on their own targets to support progress and attainment. Parents are provided with the opportunity to meet with the SENCo every term, at Parents Evening, to discuss concerns, worries, interventions and IEPs.

Each intervention is reviewed regularly for impact on children's learning. Learning Passports are reviewed, agreed and signed each term with children, parents and teachers. If a child continues to make limited progress, the SENCo will consult appropriate **outside agencies**.

- For a very small percentage of children, whose needs are significant and complex, and the provision required to meet their needs cannot reasonably be provided within our school resources, a request will be made to the Local Authority to conduct an assessment of their Education, Health and Care needs. This may result in an Education, Health Care plan. (EHCP)

In the event of parents wishing to lodge a complaint, school has adopted the LA Complaints Procedure and Policy which is available from the school office or on the School Website.

Monitoring

The role of the SENCO:

- Reviewing the strategic development of the SEND policy, Information Report and provision alongside the Head Teacher and Governing Body.
- Reporting regular updates to the Governing Body regarding SEND provision in school.
- Ensuring the most up to date SEND policy, SEND Information Report and Local Offer is available on the School website.
- Co-ordinating the provision for all pupils with Additional Needs and managing the responses to the interventions.
- Managing a range of resources, human and material, to enable appropriate provision.
- Keeping records of all children with SEND.
- Ensuring that parents are involved in supporting and reviewing their child's learning and kept informed about the support they are receiving. Signposting relevant support and agencies to parents.
- Liaising with outside agencies who are providing support and recommendations for pupils with SEND.
- Monitoring and evaluating the SEND provision.
- Supporting and advising colleagues.
- Contributing to the professional development of all staff, organising training to heighten awareness and confidence when teaching pupils with SEND.
- Accessing additional funds through the LEA to provide additional support for pupils with complex and severe needs.
- Updating the school's SEND register and ensuring there are records of needs, progress and provision for all pupils with SEND.

February 2018

Agreed by all staff

Review March 2020