



St Gilbert's R.C. Primary School

Policy: Special Educational Needs-February 2017

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The SENCO at St Gilbert's RC Primary is Mrs Jennifer Boslem. She can be contacted on 0161 789 5035.

1. The Objectives of the SEND Policy

At St. Gilbert's RC Primary School we welcome pupils with SEND and we ensure that all pupils will have an equal opportunity to engage in the curriculum by placing the following at the centre of our ethos and practice:

- i. Provide equality of educational opportunity for all pupils in a caring, supportive and inclusive environment.
- ii. We recognise the importance of early identification and assessment of pupils with special educational needs. We develop practices and procedures, with which we will aim to ensure that all pupils' special educational needs are identified and assessed.
- iii. We recognise that some pupils need additional to and different from support to ensure access to a broad and balanced curriculum.
- iv. Facilitate the all-round development of our children by promoting the 'Every Child Matters' and 'Dyslexia Friendly' agendas through stimulating and inspirational experiences that meet their intellectual, social, physical and spiritual needs.
- v. Provide the facilities necessary to enable all of our children to achieve their full potential in all areas, whether intellectual, social, physical or spiritual.
- vi. We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- vii. We will make every effort to involve the child in the decision-making about their special educational provision.
- viii. We will actively support the establishment and maintenance of close links with all agencies working with the child with SEND.

The objectives complement the school mission statement and the school action plan. The success of the school's SEND policy will be judged against the aims set out above.

2. Long Term Aims

- i. To identify and provide for pupils who have special educational needs and additional needs
- ii. To work within the guidance provided in the SEND Code of Practice 2014
- iii. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- iv. To work within the guidelines of the SEND Inclusion Policy
- v. To provide support and advice for all staff working with special educational needs pupils

3. Identifying Special Educational Needs

When identifying a child with a special educational need, there are four broad areas that should be considered as outlined in the Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs



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The purpose of identification is to work out what action needs to be taken, not to fit a child into a category. The identification of a child's needs is made by considering the needs of the whole child, not just the special needs of that particular child.

Other factors which are not considered SEND but may be having an impact on progress and attainment are also given careful consideration. These include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Any concerns relating to a child's behaviour, are seen as an underlying response to a need, which as providers of education we will recognise and identify clearly.

4. A Graduated Approach to SEN Support

St Gilbert's RC Primary will follow the SEND Code of Practise Graduated Response Model where children will be identified firstly as an Initial Concern. The Graduated Response Model then enables them to move onto the SEN register following the Support Intervention Bands A – C, in accordance with Salford Local Authority. A child's SEN may culminate in a referral for Statutory Assessment. It may not be necessary for a child to progress through all bands.

Parents will be informed of their child being placed at any of the following Support Intervention Bands:-

A, B or C

The strategies for identifying children with SEN are to use a combination of sources of information such as:

- Baseline assessment/Foundation Stage Profiles/Reading ages/Spelling ages
- Handover from previous teacher (where applicable)
- Parental information
- From the child (when applicable)
- Medical records and screening procedures
- Teacher observation and assessment



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- National Curriculum Records
- Key Stage SATs at 7 and 11 years
- Optional SATs in Years 3, 4 and 5
- Dyslexia Screening
- Speech and Language screening
- A range of diagnostic tests conducted by external professionals and Standardised tests e.g SSRT, MIST, NFER, SPAR
- Individual needs demonstrated in the classroom
- Non-standardised tests to assess fine and gross motor skills, colour, shape, letter and number recognition conducted by external professionals

A child's progress will be carefully tracked by the class teacher, if there is a cause for concern then the following stages will occur:

Initial Concerns

Teachers should record their concerns over a half-termly period, noting down dates and occurrences that help to form an IEP if necessary at a later date. Liaison with the SENCO will also take place and it will be determined what stage of intervention is needed to support the child.

Stage One – Quality First Teaching for all of the class

Quality First Teaching across the curriculum is at age related expectations with adequate provision made for those children who are working at a higher, middle, lower or SEN level. This includes clearly differentiated planning for reading, writing and SPaG that is visible on the weekly planning, typically 3 ways.

Stage Two – Additional to the majority of the class – Parents to be informed

Identify small groups of children and /or individuals who are working below the age related expectations (use the most recent assessment information to determine this). These children will be working with a teacher or teaching assistant preferably inside of the classroom on shared objectives that are closely linked to their learning. Stage two intervention will be recorded using a Group Education Plan (GEP) which is written by the class teacher and clearly indicates the reason for the intervention, a SMART objective and a sequence of activities that will be delivered in order for the children to meet the objective.



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Stage Three – Different to the rest of the class - Individual Education Plan- Parents to be informed

If a child is experiencing a significantly greater difficulty in learning than the majority of others the same age despite intervention at stage one and two, then an Individual Education Plan is to be written by the class teacher and SENCO. Through very specific targets, this will map out an individual tailored learning plan to be delivered on a 1:1 basis by the class teacher or in most cases a teaching assistant. This will formulate a cycle of 'Plan, Do, Review'.

Stage Four – External Advice – Permission from parents to be given

When the first cycle of 'Plan, Do, Review' has been completed, the class teacher and SENCO must determine the level of progress that has been achieved. If this is still deemed as insufficient, then the SENCO will refer to outside agencies/ professionals that will offer to carry out assessment or offer advice on the best way to meet a child's needs.

Referral for Statutory Assessment

If a child's progress continues to demonstrate significant cause for concern the school may make a referral for 'Statutory Assessment' to the Local Authority. The school will provide evidence of:

- A record of the school's steps to support the child at Band A and Band B
- The child's evaluated IEPs.
- Records of regular reviews and their outcomes.
- A provision map to show the time dedicated to intervention and the related cost.
- The pupil's health including the child's medical history where relevant.
- Gilbert's Average Point Scores
- Attainment targets in Literacy, Mathematics and other subjects
- Educational and other assessments from advisory support teachers or an educational psychologist
- Views of the parent and of the child
- Involvement of other professionals
- Any involvement by Social Services or the Educational Welfare Service

This process may result in the issuing of an Education Health Care Plan by the LA.



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5. Maintaining the SEN Register

A child will be placed on the SEN register at Stage 3 of Intervention. The register is fluid and children can be added or removed according to the progress they make towards their individual targets

It is important to note, that pupils can move up, down or off this graduated model. If pupils are struggling or achieve their targets, they can be moved to a different Stage or removed from the SEN register completely.

6. Supporting Pupils and Families

i) Local Offer and SEN Information Report

The Local Offer for the school is available to view on the school's website. In the first instance, parents will be signposted to this to use as a point of reference. It is here that parent's will also be able to view our SEN Information Report. This document is updated yearly to incorporate any changes that may take place.

iii) External Agencies

If it is deemed by the head teacher, deputy head teacher or SENCO that a child needs to be referred to an external agency for additional support, parents will be invited into school to discuss the referral. Likewise, if parents have concerns about their child we can signpost them to the wide range of services that are on offer in Salford. These can also be found in our SEN Inspection Report.

iii) Admissions

Admission arrangements for children with SEN follow the same criteria set for admissions of all pupils. At St Gilberts RC Primary, we welcome all children and will strive to ensure full inclusion by making reasonable adjustments and providing a supportive environment.

v) Transition between classes

When children are moving to another class, teachers hold a transition meeting together to discuss individual pupils and hand over all relevant data and information. The SENCO will also meet with any teacher that is going to have a child with SEN in their class. The purpose of this meeting is to inform the teacher about a child's specific needs, discuss IEP's and share information about external agency involvement. Children will also have a 'meet the teacher' session when they will spend time with their new teacher in their new classroom. A child with SEN would possibly need additional transition and this will be arranged accordingly.



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vi) Transition between key stages

The same procedures as above apply when a child is transferring between key stages.

vii) Transition to another school

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations (2000). The SENCO is available for telephone contact in order to pass on successful strategies for the pupil in question and this will be made clear to the receiving school at the time of transfer.

viii) Transition to High School

The school has strong links with St. Patrick's RC High School and its SENCO as St. Gilbert's is one of its feeder schools. The SENCO of St. Patrick's is invited to annual reviews of children with statements of special educational needs in Year 5 and Year 6. When a pupil changes school the Year 6 teacher and SENCO will pass on relevant documents and evidence of the interventions employed for the child. The SENCO and relevant class teachers liaise with staff from St Patrick's and/or any other transferring High School to provide relevant information and records. Reviews for pupils with statements of SEND or an Education Health and Care Plan, will take place as early as possible during Year 5. As well as the relevant agencies, the secondary SENCO will be invited to the review. Non-Statemented pupils with SEND will be discussed between the Year 6 class teacher, the SENCO and the receiving schools' SENCO's or liaison teachers. Records will be passed between schools as quickly as possible to enable provision to be put into place.

vi) Policies

The following policies are available for viewing on the schools website:

- Medicines

6. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. It is also recognised that some children may also have SEN and may have a statement or Education Health and Care plan which brings together health and social care needs. Alongside their special educational provision, the SEND Code of practice 2014 is followed.



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In the instance of a child attending the school who has an ongoing medical condition, then the medication policy should be applied and is available on the school website.

.7.Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision that we offer to all pupils. This is done through termly audits, talking to staff about their views and consulting parents. The evaluation and monitoring arrangements that we implement promote an active process of continual review and improvement for all pupils.

8.Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Identification of staffing needs, in-service training, materials and equipment will be reported to the Head Teacher who will allocate funds as necessary in order to fulfil the requirements of the SEND Code of Practice 2014. The SENCO is allocated one half day to carry out her duties. The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. The notes from these meetings are then disseminated to staff accordingly. The SENCO will audit the CPD needs of the staff annually. An annual needs analysis will be undertaken by the SENCO to identify the training needs of the whole school and the individual staff.

Where appropriate, school based training will be designed to meet the needs of individual members of staff and whole staff approaches where appropriate. External INSET courses may be applied for and funded as necessary. All school SEN procedures and policy will involve the whole staff. Governing body training and development may be provided by the LA.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. New members of staff will be supported by their mentor and the SENCO in developing their knowledge, practice and expertise regarding SEN and will be shadowed as they complete their first IEPs and plan their first interventions

The school provides funding for SEND. Each year, a percentage of the school budget is allocated to SEND. Some Pupil Premium funding may also be allocated.

10.Roles and Responsibilities.

i. Special Educational Needs and Disability Co-ordinator's Role and Responsibilities

- The day to day operation and implementation of the school's S.E.N.D policy.



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- Liaising with and advising teachers on teaching and learning strategies including Individual Education Plans and Quality First Teaching.
- Developing and managing classroom support for training for teachers, teaching assistants and lunchtime supervisors where appropriate for them to support pupils with SEND.
- Liaising with, and managing the timetables (alongside the Deputy Head Teacher and Assessment Co-ordinator) of, teaching assistants and learning support assistants who are working alongside pupils with special educational needs.
- Co-ordinating provision for children with special educational needs.
- Maintaining the school's S.E.N.D register and overseeing the records of all pupils with special educational needs.
- Liaising with parents of children with SEND.
- Organising and chairing Annual and Interim Review Meetings for any pupils who have a Statement of Special Educational Needs or an Education Health and Care Plan.
- Arranging appropriate training for staff (both in-house and through external agencies) that is relevant to the needs of both the staff and their pupils.
- Liaising with external agencies including the Educational Psychology Service, the Education Inclusion Service, the S.E.N.D Consultancy Team, the Speech and Language Therapy Service, Learning Support service, other support agencies, medical and social services.
- Liaising with other schools in the cluster group to share good practice regarding SEND.

ii. Head Teacher's Role and Responsibilities

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The head teacher will work closely with the S.E.N.D Co-ordinator.

iii. Governors' Responsibility

- The Governing body must do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that all staff have received the necessary training to support pupils with SEND.
- Ensure that the needs of SEND children are made known to all that teach, support and/or supervise them
- Ensure that teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Report annually to parents on the school's policy for pupils with SEND.
- Consult with the LEA to ensure that the provision for SEND is co-ordinated.

iiii. Classroom Teacher's Responsibilities

All teachers are teachers of pupils with Special Educational Needs and Disabilities.

Classroom teachers' responsibilities for pupils with SEND include:

- Identification
- Assessment
- Differentiating work/questioning/instructions to match the needs of the child and adopt a 'Dyslexia Friendly' approach through the use of visual and multi-sensory resources.
- Planning programmes of work & support (Group Education Plans), when appropriate alongside SENCO
- Maintaining and updating IEPs, liaising with pupil, parents and SENCO in the process
- Implementing IEP targets and objectives of Statements of Special Educational Needs.
- Monitoring child's progress
- Instructing/guiding classroom assistants and learning support assistants in their work with pupils where necessary.
- Regular evaluation of interventions.
- Attending review meetings and providing written reports where necessary



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- Promoting self-esteem through the establishment of a supportive and safe learning environment
- To maximise opportunities for success and minimise opportunities for failure by focusing on strengths rather than weaknesses.
- To alter seating arrangements for pupils with sensory impairments
- Ensuring that children with SEND are not treated less favourably

The classroom teacher can seek advice to support them in their responsibilities from the Head Teacher and the SENCO.

Miss Tumelty, Head of School, is the designated Safeguarding Officer and is also responsible for managing PPG and LAC funding.

11.Storing and Managing Information

All SEND information is stored electronically on SIM's and is regularly updated by the SENCO. Teachers have access to these files and are able to add information to them.

12.Reviewing the Policy

The policy will next be reviewed in **September 2017**.

13. Accessibility

The accessibility for every child will be reviewed on an independent level and reasonable adjustments will be made to accommodate where possible.

14.Dealing with Complaints

Concerns expressed by parents/guardians should be discussed in the first instance with the class teacher. Parents may be referred to the SENCO for further clarification. In both cases the class teacher or SENCO should make every effort to respond to the complaint quickly, sensitively and, where possible, in person. If further action is required the Head Teacher will become involved. If a matter is not fully resolved it may be referred to the school's Governing Body or the LA.

15.Bullying

Please refer to the schools bullying policy.