

Special Education Needs and Disabilities Policy

St Teresa's School

Mission Statement

Inspiring and achieving together, using our unique gifts given to us by God.

Written: June 2019 **Review date:** June 2021

Applies to:

- Children in Reception to Year Six classes

Please see our Pre-School Special Education Needs and Disabilities Policy for children in our Pre-School.

Monitoring and Review

- The SENCo will formally review this policy by no later than two years from the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.
- That it meets the needs of all children with SEN within the school
- That it is a true representation of what actually happens within the school

Aims

- To stretch and challenge all children
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To identify a child with a special educational need as early as possible
- To develop skills in identifying children with learning difficulties and construct suitable individualised programmes of work, where appropriate
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems
- To affect 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
- To ensure teaching is tailored to meet the learning needs, preferences and goals of individual students.

Provision

Given that each child has individual needs, a child is considered to have Special Educational Needs if they have a learning difficulty which calls for specific educational provision to be made for them.

It may be that:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents them from making use of the educational facilities provided for children of their age.
- They appear to be underachieving for their ability in one or more specific areas.

They may be in one or more of the following areas:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical needs

The school has a clearly defined system for:

- Early identification (including initial screening for indications of dyslexia and other learning difficulties).
- Assessment (both a range of internal tests and, where necessary, referral to external specialists).

Planning suitable intervention strategies include:

- Provision mapping, both for additional tuition lessons and within the classroom.
- Group and individual support by Teaching Assistants.
- Various school learning support programmes, including:
 - Phonics groups in Key Stage One,
 - Catch up readers and Precision Reading
 - Direct Instruction and Precision Monitoring
 - Additional tuition lessons
 - Maths and English Booster groups in Years Three and Four
 - Communication and interaction development group
 - Gross and Fine Motor skills activities and exercises
 - Support for emotional difficulties
 - Lego Therapy
 - Typing
 - Targeted vocabulary support

Regular reviews and evaluations of the pupil's progress are carried out to ensure continuity and progression. Parents are involved in at least one review per term.

Stages of Provision for Special Education Needs

Pupils at this first stage will often have an observation by the SENCo, which might lead to targets and strategies being put in place through an 'Assess Plan Do Review' form. This form summarises a child's strengths and weaknesses and has specific targets and strategies to support the learner. It will be reviewed regularly with the SENCo and class teacher. This form will be shared with parents at parents evening or by the SENCo. This form will be available for all staff who teach the child to refer to, in order to provide specific individualised learning in the classroom.

Children on School Action

Some children receive Additional Tuition lessons from the Learning Support department on a one-one basis. A target sheet will be drawn up to detail the content and aims of these lessons and this is discussed with the class teacher, the pupil and the parents. The target sheet is reviewed termly.

At this stage, pupils with continuing and unresolved difficulties may be referred to relevant external specialists, such as Speech and Language therapists, Occupational therapists or Educational Psychologists. Parents are always consulted before these referrals, are kept fully informed and sent copies of reports etc. These specialists suggest various ways of helping the pupil and their ideas are incorporated into the Pupil Focus Sheet (APDR).

Request for an Education, Health Care Plan (EHCP)

If a pupil has significant difficulties that require more ongoing individual support, then the school or the parents will request an assessment from the Local Education Authority (LEA), to see if an EHCP is appropriate.

If an EHCP is granted, the LEA will suggest how they can support this child through providing funding, for example, so that the school can employ a Learning Support Assistant to work with the pupil. There is an Annual Review, in which the pupil's progress is carefully monitored and future levels of support recommended. A SEN support plan is drawn up and a review of targets, by all agencies involved, takes place.

Process:

- the class teacher will assess a child's strengths and weaknesses, and evaluate their needs through ongoing work and formal tests
- any concerns will be discussed with parents at this stage
- an 'initial concern form' will be completed by class teacher and discussed with the SENCo
- a pupil observation will be carried out by the SENCo, with parents' consent
- the SENCo and class teacher will meet to discuss the next steps
- discussion with parents will be arranged in order to find out any concerns they may have, as well as to discover any family history of learning difficulties or relevant medical history, including hearing and sight problems
- a course of action is agreed with parents, class teacher and SENCo
- appropriate strategies put in place both at school and home
- other staff members who work with the child to be informed of the strategies to be used
- course of action discussed and explained to the pupil, where appropriate

Possible Assessments:

- GL dyslexia screener
- Phonological assessment battery
- Visual Stress assessment
- Fresh Start
- Read Write Inc
- British Spelling Test series (NFER Nelson)
- Neale Analysis of Reading Ability (NFER Nelson)
- Schonell Individual Word Spelling Test
- Schonell Individual Word Reading Test
- Handwriting Checklist
- Phonics Check
- Progress in Maths Test Series (NFER Nelson)
- PUMA and PIRA assessments
- INCAs Assessments
- General awareness of other possibilities e.g. Dyspraxia, Asperger's Syndrome

The SENCo will then be in a position to identify the pupils:

- strengths and weaknesses
- reading behaviour and skills
- numeracy skills
- handwriting

- spelling and punctuation
- attitude to his school life and his emotional state

Ongoing assessment occurs through the term, with informal tests, to ascertain whether targets are being met. Formal opportunities arise for parents to meet the SENCo or Learning Support team member twice yearly, during Parent Liaison evenings. However, it is common for parents to talk frequently and informally to the SENCo or Learning Support team about the child's progress.

Individual lessons will be continued as long as they are deemed to be of value - our aim is early intervention leading to rapid independence. In some cases, however, support teaching will be required throughout the child's time at the school.

Roles and Responsibilities

The Governing Body

The Governors, in cooperation with the Joint Head Teachers, have the responsibility for determining the school's policy and approach to provision for pupils with SEN. This includes establishing the appropriate staffing and funding arrangements and maintaining a general overview of all SEN issues. The SENCo provides the Board of Governors with periodic reports to update them on current practice and advise of any changes to SEN provision.

The Joint Head Teachers

The Joint Head Teachers have responsibility for keeping the governing body informed and working with the SENCo.

Teaching Staff

All staff are involved in the development of the school's SEN provision. They will use inclusive strategies to secure curriculum access to high quality teaching for all pupils and endeavour to overcome potential barriers to learning and assessment.

In order to achieve this, they will:

- provide suitable differentiation
- provide suitable resources
- set appropriate learning challenges
- respond to pupil's diverse learning needs and individual learning styles

The Special Needs Co-ordinator (SENCo)

St Teresa's School recognises that all teachers are teachers of pupils with Special Educational Needs or Disabilities and that there must be a whole school approach to dealing with the problem. The person who co-ordinates the school approach to Special Educational Needs and/or Disabilities is known as the Special Needs Co-ordinator, or SENCo. The named SENCo for St Teresa's school is Mandy Webb.

The role of the co-ordinator includes:

- 1-1 additional support lessons
- liaison with parents
- information gathering, observations and assessment of individual children
- liaison with external agencies and professionals
- considering the views and needs of the children
- liaising with support staff

- organising relevant training for all staff

Staff Development

All staff, including Learning and Teaching Assistants, will continue to develop their knowledge of all aspects of Special Needs, through a variety of training opportunities. The SEN library provides an information resource and is continually enlarged and updated. Learning and Teaching Assistants are a valued part of the St. Teresa's team and work closely with class teachers in providing appropriate and effective support for pupils with special needs.

General

Wheelchair access to the school is via the Staff Entrance. An accessible toilet is next to the Main School toilets.

Other medical and personal care arrangements will be dealt with sympathetically, according to need.