



ST BENEDICT'S SCHOOL
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SEN Policy – Junior School

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1 Introduction

The mission of St Benedict's School is 'Teaching a way of living' and is realised by our commitment to the ten essentials of a Benedictine School: Discipline, prayer, stability, stewardship, obedience, humility, mutual service, love and forgiveness, hospitality and transformation towards full humanity.

Through this mission, which is at the heart of our SEN Policy, we seek to:

- Encourage and help each individual student in the pursuit of excellence.
- Promote values of respect for ourselves, for others and for the world around us.
- Provide opportunities for spiritual growth and renewal.
- Create a close partnership with parents in the education of their children.

This policy was reviewed in July 2015 in line with the revised Code of Practice 2014 and should be read in conjunction with the Disabilities and Equal Opportunities policies, Counselling Policy, Marking Policy and Assessment Policy.

The Special Educational Needs Coordinator for the EYFS and Junior School is Maureen McNelis, BA, H Diploma in Education, and Higher Diploma in SEN.

2 Aims of the policy

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified at the earliest opportunity so that appropriate outcomes can be set.
- To support all pupils in achieving their full potential and value individual efforts.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum at an appropriate level.
- To work in partnership with parents and involve them in decision making about their child.
- To ensure that our children have a voice in this process, where appropriate.
- To establish effective communication with outside agencies.
- To support teachers' continuing professional development (CPD) in SEND/Inclusion so that they can and provide for individual needs within their class.
- To monitor and review individual outcomes and maintain clear records of action and progress (Provision Maps).

3 Educational Inclusion (please also see Admissions Policy)

At St Benedict's we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this by identifying barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and that they experience success. Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Identifying areas of weakness which need specific targeted support.
- Providing support for children who need specific help in identified areas of learning.
- Planning to develop children's understanding through the use of all available senses and experiences including ICT.
- Planning for children's full participation in learning and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs

Children with special educational needs have particular difficulties that call for special provision to be made. These difficulties may fall in any of, or a combination of the following areas:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical needs.

All children may have special needs at some time in their lives. Children are considered to have a particular difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age in mainstream schools.

The majority of children who join St Benedict's in the Foundation Stage have already attended an early education setting. In some cases, children enter the school with their needs already assessed. All children are assessed when joining us so that we can build upon their prior learning. A parental questionnaire about the child's early development and family history is also completed. All the information gathered provides a starting point for the development of an appropriate curriculum for all pupils and also alerts us to the need for early intervention if required.

We strive to make a clear distinction between 'underachievement', often caused by lack of opportunity, and special educational needs. Some pupils in our School may be underachieving but will not necessarily have a special educational need. Pupils with English as an additional language, for example, would not be considered to have SEN. It is our responsibility to identify this quickly and to ensure that all staff are providing quality first teaching and that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this **may** lead to lower attainment (though not necessarily to under achievement). It is our responsibility to ensure that pupils with special educational needs are identified early and have appropriate interventions so that they can achieve their full potential. Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty are essential ingredients of success for these pupils.

In order to ensure that a graduated approach is in place and that all learners are supported appropriately, we use a graduated response which is based on a 'The Benedictine ethos' - respects individual's differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.

The graduated levels are as follows;

4.1 Universal

It is the responsibility of Governors, school leadership and SENCO to ensure that all teachers provide high quality provision, plan for individual needs in lessons so that all pupils achieve their best.

4.2 Targeted

This is additional time limited provision in the form of small group intervention to accelerate progress and to enable children to work at age related expectations and beyond. These are not primarily SEN interventions but are usually advised and monitored by the SENCo as well as class teachers.

4.3 Specialist – SEN Interventions

A decision to move a pupil to specialist intervention is frequently taken at PPM or on occasions the teacher will approach the Senco for further advice on a specific pupil. The Senco will then take the lead in further assessment of the pupil and will occasionally require more specialist advice from external agencies with the parent consent.

Targeted intervention is provided in language, literacy and numeracy. This will involve focused teaching activities that tackle fundamental errors and misconceptions that are preventing progress. This is often delivered on a one to one basis and by a Specialist. A pupil who has specialist intervention will have specific outcomes agreed with parent, teacher, Senco and outside agencies where appropriate. These outcomes are recorded in a Provision Map and shared with parents and all staff working with the pupil.

The triggers for a child to move on from targeted intervention to specialist intervention include;

- Continues to make inadequate progress despite targeted support.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have substantial difficulties in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs requiring visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Has previously identified needs assessed by external agencies prior to arrival at the school.
- Requires more specialist assessment and input e.g EP, OT and SLT.

All pupils are discussed at termly PPM following assessment and data analysis.

Progress is monitored in the following ways:

- Continuous teacher assessment through annotation of work and pertinent questioning.
- Pupil Progress Meetings.
- Tracking data analysis.
- Lesson observations.
- Through discussion with Subject Specialist teachers.
- Through discussion with parents.
- Pupil voice.
- Diagnostic assessments.
- Formal assessments.

Pupils on the SEN register will have been reviewed termly with class teacher, parent, Senco and pupil where appropriate. If the pupil works with an external agency, they are also expected to attend. Once the pupil has made expected progress then they are removed from the SEN register.

4.4 Statutory Assessment

If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the LEA. A range of written evidence about the child will support the request. All Education and Health Care Plans (EHCPs) must be reviewed at least annually.

The annual review of the Education and Health Care Plan ensures that once a year, the parents, the pupil (if appropriate), the School and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified by the Education, Health and Care Plan (EHCP).

It is possible that the parents of a child whose needs cannot be met by the School may be advised, in the best interest of their child's future, to seek education at a school better resourced to do so. (Only 2% of children may have needs so severe that they merit special description and provision in the forms of a written statement).

5 **Class/Subject Specialist Teachers' responsibilities**

- Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEN.
- Familiarise themselves with the child's reports and provision map where appropriate.
- Differentiate the curriculum to ensure work is matched to need.
- Support individuals in reaching their targets by ensuring that interventions being carried out in specialist interventions are being transferred to class.
- Support the SENCO in agreeing outcomes for children on targeted intervention and oversee that intervention where appropriate.
- Monitor interventions delivered by support staff working in their classes to ensure interventions are carried out regularly and to a high standard.
- Provide advice for support staff alongside the SENCO on supporting pupils with SEN.
- Be alert to the possible need for monitoring pupils who are causing concern.
- Consult with and keep the SENCo informed of any changes to the child's need or circumstance.
- Implement the teaching needs of pupils with statements, which may include the management of a Learning Support Assistant.
- Assess in order to plan and devise specific strategies for managing children with SEN.
- Attend review meeting for pupils in their class.

6 **Learning Support Assistants' responsibilities**

- Teach either individual children or small groups of children.
- Develop and adapt materials and teaching strategies.
- Communicate and liaise with designated teachers.
- Complete some diagnostic testing and give feedback to Teacher/SENCo.
- With support from Teacher/SENCo, liaise with parents and external agencies.
- Keep records as advised by SENCo.
- Wherever possible attend reviews.

7 SENCO's responsibilities

- Manage the day to day operation of the policy.
- Maintain the SEND register.
- Write and review with staff provision maps for all pupils on the SEN register.
- Support and advise colleagues.
- Liaise, monitor and coordinate the completion and the implementation of Provision Maps.
- Oversee the records of all children with special educational needs.
- Liaise with external agencies.
- Liaise with parents.
- Contribute to the continuing professional development of staff.
- Produce further evidence of possible learning difficulties using a range of diagnostic and standardised assessments.
- Monitor and evaluate the learning support provision.
- Manage a range of resources both human and material, to enable appropriate provision to be made for children with learning support needs.

8 Assessment

The cycle **Assess, Plan, Do, Review** is intrinsic to the provision of high quality teaching and intervention.

Assess: The Class Teacher or SENCo will assess the needs of the child and may recruit an outside agency to help.

Plan: Barriers to learning are identified, targets established and support and intervention planned.

Do: Support is provided.

Review: The impact of the support is assessed and changes made if necessary.

Early intervention is vital. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

9 Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

10 Partnership with Parents

The School works closely with parents in the support of those children with special educational needs. We encourage the active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

For pupils with SEN we arrange planned review meeting with parents each term, in addition to parents evening. We consult with the parents regarding any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

11 Pupil Participation

We encourage children to take responsibility and to make decisions. This relates to children of all ages. We recognise the importance of all children developing both social as well as educational skills. Children are involved at an appropriate level in setting targets for their Provision Maps and where possible in the termly review meetings. Children are encouraged to make judgements about their own performance against their Provision Map targets. We recognise success here as we do in any other aspect of school life.

12 Monitoring and Evaluation.

All pupils with SEN are monitored through:

- Classroom observation by the SENCo and Senior Leaders.
- PPM.
- Data tracking.
- Work sampling.
- Scrutiny of planning.
- Book scrutiny.
- Termly reviews with parents, teachers, SENCo and outside agencies.
- Teacher discussions with the SENCo.
- SENCo/Teacher discussions with children involved in targeted or specialist intervention.

The SENCo monitors the movement of children within the SEND system in the School and provides staff with regular summaries of the impact of the policy on the practice of the School.

The SENCo attends weekly Senior Management Team meetings where SEND issues can be addressed. The Junior School and Senior School SENCo's also meet on a termly basis.

13. Transition

All pupils have an opportunity to meet their new teachers before the end of Summer term. For pupils who find transition more challenging, additional arrangements are put in place.

- Transition Meetings are held IN ADVANCE where all information, plans and outcomes are shared with the new teacher.
- Pupils have extra visits to their new class and playground setting and additional meetings with the class teacher.
- 'Transition Passport' with photographs of new staff and environment are prepared and this is sent home for parents to share with their child over the holidays.

The majority of our pupils transfer to our High School. There is regular liaison between both school and over the course of year 6 pupils on the SEN register are discussed with the SENCO of the senior school. A formal handover meeting is held in the summer term and where necessary the parents and child meet staff from the Learning Support Dept. in the senior school. Additional visits to the school are arranged if required.