



St Aidan's Catholic Primary School

Special Educational Needs policy



1. OVERVIEW - Identification, Assessment and Provision

This SEN Policy will be used alongside and in conjunction with The SEN Report offered by Knowsley Local Authority and various other school policies namely The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENCo this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

2. OBJECTIVES - all teachers are teachers of children with special educational needs.

1. High quality teaching which is differentiated and personalised will be available for all pupils
2. At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
3. The majority of children will learn and progress within these arrangements.
4. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

3 STRATEGIES

STEP 1

- I. Many pupils experience delay in their learning and not making expected progress for a variety of reasons.
- II. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.
- III. Progress at this stage will be tracked by the schools Tracking Systems and parents kept fully informed.
- IV. School Rewards Systems will be paramount at this stage to encourage self esteem.

STEP 2

- I. The Head teacher will be responsible for the allocation of pupil premium funding dependant on the specific needs of individuals and groups.
- II. Increased numbers of adults will be working within EYFS and Year 1 in order to support the needs of young children
- III. There will be more intensive support in Years 1-3 with higher numbers of interventions which should then reduce by years 4-6
- IV. We will aim to build considerable parental involvement by inviting parents into school and encouraging them to support the child at home.
- V. Each and every Pupil Premium intervention will be undertaken and evaluated alongside the school Tracking System.
- VI. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents on line on the School website
- VII. Rewards for the children via the school House point system will be paramount as part of maintaining high self esteem.

STEP 3

- I. Individual Education Plans will be prepared by class teachers with support from the SENCo, specialist support teacher or Head teacher.
- II. Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

Children are considered having a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

STEP 4

- I. If classroom teachers have evidence that certain children are still not making good progress they must refer children to the SENCO who will give advice on supporting children in any or all of the following areas
 - a. Communication and Interaction
 - b. Cognition and Learning
 - c. Social, mental and emotional health
 - d. Sensory and /or physical.
- II. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
 1. Assess: 2. Plan: 3. Do: 4. Reviewthis is known as graduated support.
- III. Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.
- IV. Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet parents regularly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.
- V. Individual pupil progress at SEN Support Level will be intensively monitored by the school tracking system and personally by the Head teacher in conjunction with Parents, SENCo and class teacher.
- VI. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCo and Head teacher.

Outcomes

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the SEN Report by Knowsley Local Authority. Details of these arrangements are available from the SENCO at the school

Signed-----Date-----
Approved by the Governing Body