

## OVERVIEW

Our Lady's Bishop Eton is a caring, inclusive school at the heart of our Parish community. We want every child to be able to engage actively in learning and to reach their full potential in all areas of their school life.

This policy is in line with the SEN Code of Practice 2001. It is part of a whole school strategy to ensure effective learning for children with learning difficulties.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. This includes children who:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

## AIMS

The aims of our school are to ensure that:

- The special educational needs of children are identified as early as possible in the child's school life, and that these needs are met and the children make the best possible progress.
- All staff are confident in the implementation of the school's SEN system and maintain an understanding of appropriate provision for the range of SEN need.
- Parents and carers understand and are partners in the process.

## STRATEGIES: In order to achieve our aims our school

### Management of SEN within the school

The Head Teacher and Governing Body have delegated the responsibility for the day to day implementation of the SEN policy to the Special Educational Needs Co-ordinator (SENCO).

In line with the recommendations in the Code of Practice the SENCO is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and teaching assistants
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN
- Ensuring that all practices are compliant with the school safeguarding policy
- Assisting class teachers and other teaching staff to develop and review Individual Education Plans
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies to support to the development of children with SEN
- Adhering to the LA policies and procedures for children with SEN, including Annual Reviews of Statements
- Keeping the Head Teacher and SEN Governor fully informed

### Admission arrangements

No pupil will be refused admission to school on the basis of his or her special educational need and the school will take all **reasonable** steps to provide effective educational provision for all children.

### Identification and Assessment of Special Educational Needs

Many of the children who join us in FS2 have been in early education and their needs may already have been assessed and identified.

All children are assessed as they enter our school, so that we can build on this prior learning.

The school tracking data and termly Pupil Progress Meetings are used to monitor the progress of all children.

When it becomes clear that a child is failing to make appropriate progress, additional support is provided and recorded in the school's Provision Map.

This level of support is **School Action**. The trigger for intervention through **School Action** is concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication or interaction difficulties

The class teacher will remain responsible for working with the child at **School Action** on a daily basis, but children at this stage will be given extra support from the school's resources, within the context of an Individual Education Plan (IEP).

Interventions will be offered that are different to or additional to those provided as part of the school's differentiated curriculum.

### **Individual Education Plans**

Individual Education Plans employ a small-steps approach and show provision/action that is additional to or different from that available to all other children in that class. An IEP is written in consultation with the class teachers, SENCO, pupils and parents/carers. The IEP will set targets for the pupil and will detail:

- The short-term targets set in consultation with the child
- The teaching strategies to be used
- The provision to be put in place
- Success criteria
- Outcomes (to be recorded when reviewed)

The IEP will be reviewed termly by the Class Teacher. Pupils, Teaching Assistants and parents will contribute to this process. New targets will be set on a rolling basis and the SENCO will be kept aware of progress made or any barriers to progress.

### **School Action Plus (SA+)**

At **School Action Plus** external support services will usually see the child, in school, so that they can advise teachers on new IEP targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of pupil progress, give advice on the use of new or specialist strategies or materials, and in some cases, provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels which are substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Parents and carers are always consulted and permission sought when consulting outside agencies SUCH AS:

- Educational Psychology Service (EPS)
- Communication and Autism Team (CAT)
- Behaviour Support Service (BSS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT).

The delivery, monitoring and review of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Statutory Assessment**

If, despite an individualised programme a child continues to demonstrate significant cause for concern, a request for **statutory assessment** will be made to the local authority. This decision is made in consultation with parents, the pupil (where appropriate) and support services. Requests for statutory assessment may also be made by a parent or by referral from a support agency. If the local authority agrees that the child has educational needs that require a statement of educational need, this will be issued and IEP targets will be matched to the statement. Levels of support will be outlined in the statement which will be reviewed annually with all agencies involved with the child.

## **Curriculum access and provision**

All staff at Our Lady's Bishop Eton are aware of their responsibilities towards children with SEN. In order to meet the learning needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown. Where pupils are identified as having SEN, the school provides support related to their needs.

At school action (SA) or school action plus (SA+) the following additional support may be provided:

- In class support for small groups with Class Teacher or Teaching Assistant
- Small group support outside of the classroom with a Teacher, SENCO or Teaching Assistant
- Individual in-class support with Teaching Assistant
- Individual support outside of the classroom with a Teacher, SENCO or Teaching Assistant
- Further differentiation of resources
- At SA+ individual support will be provided from specialist agencies
- For pupils with a Statement of Educational Need, provision will be in line with the recommendations on the Statement.

## **Links with educational support services**

We aim to maintain a close working relationship with all educational support services. For pupils with SEN, any one or more of the following services may be involved in developing strategies and programmes to support the child's progress:

• Educational Psychology Service (EPS) • ASD Pathways • Behaviour Support Service (BSS) • Speech and Language Therapy (SALT) • Occupational Therapy (OT) • School Nurse • Parent Partnership • Specialist Outreach Schools.

Effective working links will also be maintained with:

• Social Services • Community Health Service • Local Family workers • Education Welfare Service • CAF – multi-agency working • Community Pediatrician • Other SENCOs through the SENCO network and Consortia meetings.

## **Continuing Professional Development**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training and other professional development activities. This is identified during Performance Management meetings. Professional development may be provided by outside agencies, from peer observations/tutoring, visits to other schools, etc.

## **Partnership with parents/carers and children**

At Our Lady's Bishop Eton we work closely with parents and carers, and recognise that they have much to contribute to our support for children with SEN. The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Maintaining an open door policy and making parents and carers feel welcome when they come into school to talk about their child
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having
- Instilling confidence that the school will listen and act accordingly
- Keeping them fully informed of their child's progress and needs

We recognise that our pupils have a right to be involved in making decisions. We try to fully involve pupils by involving them in:

- Contributing to setting their Individual Education Plan targets
- Reviewing progress towards these targets
- Providing evidence for formal reviews and meetings and, where appropriate, attendance at formal reviews

Participation will depend on age and ability

## **Allocation of Resources**

The budget for SEN is delegated by the LA. The Head Teacher and SENCO will determine the allocation of the SEN budget in accordance with need.

## **Monitoring and evaluation**

The SENCO works with the Assessment Co-ordinator to monitor the movement of children within the SEN and the school data tracking systems, and provides staff and Governors with twice yearly summaries of the impact of the policy.

The SENCO and the named Governor with responsibility for special needs hold an annual review meeting.

### **Success Criteria for SEN policy**

The following success criteria have been identified to evaluate the effectiveness of the SEN policy:

- The SEN register is updated termly and communicated to the teaching staff
- The register is up-to-date, and levels of intervention are clearly identified
- There is movement on the register, both up and down the levels of intervention
- Parents/carers are kept informed of their children's targets and progress, and feel involved in their children's education
- All pupils with IEPs have regular reviews of their targets
- All pupils with IEPs are aware of their targets
- All IEP targets are SMART and written in accessible language
- All teachers and support staff are aware of the SEN procedures
- SEN need is identified early in the child's school career
- There is evidence of SEN pupil progress over time
- Resource needs are identified, obtained and used effectively
- SEN issues are included in staff development training
- All teaching staff are aware of their responsibilities with regards to SEN children
- The SENCO has an SEN action plan
- The Governing Body is informed on SEN developments and progress
- Positive relationships with external outside agencies are maintained

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the event of an unresolved complaint the LA may become involved.

### **OUTCOMES**

All children in our school are supported to achieve and attain to their full potential.

### **MONITORING EVALUATION REVIEW**

The School Leadership Team and the Governing Body monitor the effectiveness, efficiency and impact of this policy annually.

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| <b>Date adopted</b> | <b>Oct 2001</b> | <b>Review Cycle</b> | <b>Annually</b> | <b>Last Reviewed</b> | <b>Sum 12</b> | <b>Version</b> | <b>Sept 12</b> |
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