



Ysgol Padarn Sant
Spring 2014

Ysgol Padarn Sant Policy for



Special Educational Needs (SEN)

Date Policy Adopted	April 1 st 2014
Signed Chair Of Governors	
Date Policy for Review	April 2016
Named persons for review of this policy are:	The Headteacher and SENCO

St. Padarn's Roman Catholic Primary School Policy Statement for Special Educational Needs

General Statement

At St. Padarn's School, we aim to provide a broad and balanced curriculum, with the National Curriculum as our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs, so that every child is given the opportunity to achieve to the best of their ability and to work at a level suited to them. Individual targets are set termly, through a discussion process between teacher and child.

A child experiencing special educational needs (SEN), like all others, will have both their strengths and weaknesses recognised and nurtured. It is our aim that all children will work to fulfil their own potential.

It is the entitlement of any child experiencing SEN at any stage in their school life to be offered support, from their class teacher, a learning support assistant, a Pupil Support Worker, taking advice when necessary from the SENCO

The parents of any child experiencing SEN, or emotional / behavioural difficulties, will be informed before any assessment is made, of any subsequent support offered, and progress made. This may be at an Annual Review meeting; parents evening; by written report, or by invitation into school by the child's class teacher or SENCO. Parents will have the opportunity to view their child's IEP during any meeting.

The 1991 and 1993 Education Acts state that :-

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. All children may have special needs at some time in their lives.

A child has a learning difficulty if he or she :

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority

- is under five years and falls within the definition of the latter categories, or would do if special educational provision was not made for the child

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Special educational provision means :-

- for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- for a child under two years, educational provision of any kind.

Aims and objectives of this policy - (outline of our desires)

- to ensure early identification and assessment of a child's learning difficulties and thus ensure that adequate provision is made for them.
- to provide thorough and progressively more detailed assessments in respect of children's learning difficulties.
- to provide planning and intervention for identified learning difficulties.
- to monitor and evaluate a child's progress by the keeping of clear and systematic records.
- to enable records to be used at information giving, planning and decision making meetings, e.g. meetings with parents, agreeing Individual Education Plans, Annual Reviews, Transition Plan Meetings.
- to create an environment that meets the special educational needs of each child, attempting to ensure that each child has as full access as possible to all elements of the school curriculum.

Special Educational Needs Provision

In our school, the Special Educational Needs Co-ordinator (SENCO), in partnership with Class teachers, Head Teacher, governor with responsibility for SEN and learning support assistants :

- manages the day to day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school based assessment and completes the documentation required by outside agencies and the LEA;
- acts as link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Head Teacher, who in turn reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.
- involves pupils in all aspects of their educational programme.

Identification, assessment and provision for children with SEN

IDENTIFICATION

Initially by the class teacher, early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns, and enlist their active help and participation. Referral to the SENCO for further assessment and support then occurs if deemed necessary.

ASSESSMENT

- Baseline assessment (PADS), on entering school, by class teacher.
- CoPS (Cognitive Profiling System - 4y11m to 8y11m) (when concerns are raised by class teacher.)
- LASS - profiling system for junior aged children.
- Nelson Reading, Spelling, Maths Tests (during the first half term on entering Years 2,3,4,5,6)
- Overlay test

The class teacher, learning support assistants and the SENCO assess and monitor the child's progress in line with school practices outlined in the school's policy document for assessment.

PROVISION

Small group withdrawal and/or in class support as appropriate. Children are grouped depending on their developmental needs rather than class or age. Withdrawal sessions are carried out by LSA's who are trained to support in a particular area or to deliver a particular programme.

St Padarn's currently offers the following withdrawal sessions:

- Sulp group
- sensory circuit
- maths 'catch up' - Cyfri Ceredigion
- reading 'catch up'
- red reading group
- satpin
- safmeds
- maths revision

Before a pupil can receive any additional support (above the level given generally within the class or class based differentiation), permission must be sought from parents. All children receiving support must have an IEP or group IEP. The pupils will also be placed on the Special Needs Register which can be done electronically through the school IT system (Teacher Centre). Pupils will be placed on School Action (SA), School Action Plus (SAP-if advice has been sought from an outside agency), School Action Plus Resourced Agreement (When a child's needs mean they need additional support or equipment funded by the Local Authority) or statement (S).

Ceredigion SEN handbook contains advice for SENCO's on levels of attainment for each stage of SEN support. When asking for advice or funding, the SENCO will complete an ISRF giving details of the child's needs.

ALLOCATION OF RESOURCES

Resources may be allocated to an individual or to a group, depending upon the specific needs of those children. Funding for resources may be provided by the LEA and /or from school budget.

Support Available from Outside Agencies

Support is available from outside agencies and if support is being provided for a statemented or SAPRA child, a written report will be requested for the Annual Review.

Agencies might include:

- District Health Authority
- Social Services / Tim Plant Anabl/Tim teulu
- Representatives from LEA - Learning Support Advisory Teachers, Educational Psychologists, SEBSA team
- SNAP
- Speech and language therapy Service

More Able and Talented Children

Gifted children or 'high achievers' are also considered by St. Padarn's to have a special educational need.

In most cases, such children will be identified via the assessment procedures in place in school (October testing) and will be catered for by differentiated work within the classroom. It is also desirable for class teachers to work with small groups or more able children. A gifted child will work at an appropriate National Curriculum level, but remain within the appropriate class for his / her year group.

These children are not placed on the special needs register, but on a 'MAT' register. Pupils may be placed on the register for talents other than academic ones, such as consistently high sporting achievement or artistic talents.

The school has a separate MAT policy.

The Dyslexic Child

Our school aims to be a dyslexia friendly school by striving to :

- value children with dyslexia.
- include pupils in the evaluation process and involve them in all aspects of their programme.
- build children's confidence and self-esteem.
- identify children with dyslexic tendencies at an early age.

- use successful techniques to teach them.
- evaluate the success of our teaching and make changes to the teaching programme when and where necessary.
- raise and maintain the awareness of all senior management staff and governors and ensure that they are firmly committed to supporting dyslexic pupils across the whole curriculum.
- liaise effectively with outside agencies.
- forge a partnership with parents based on trust, mutual respect and honesty.
- use appropriate resources.
- provide support and training for all staff.
- have access to a BDA approved teacher when funding allows for a Learning Support Teacher .
- structure and focus dyslexia friendly methods within the SIP, SEN policy and Marking Policy.

Partnership with parents

As stated earlier in this document, the Code of Practice makes it clear that parents should be seen as partners in the education of their child. To attempt to ensure that this is the case, the school will endeavour to:

- hold a parents evening in the Autumn and Spring terms, when class teachers will report verbally to parents, discuss progress and targets set.
- provide parents with a comprehensive written report at the end of each academic year, and the opportunity to respond
- make parents aware that the school operates an 'open door policy' and parents are encouraged to come to school to discuss any matters relevant to their child.
- assist parents by referring them to other agencies for advice which is not available from school.

Pupil Involvement

The school will endeavour to involve the pupils with special educational needs by:

- discussing the programmes being delivered
- allowing children to set their own targets, identifying their strengths and weaknesses

The outcome of this pupil involvement will be recorded and included as part of their pupil records.

Monitoring and Evaluation

The SENCO will monitor the movement of the children within the SEN system in school. This will involve appropriate placing on the SEN register during audit, and provision of code for major need. The SENCO will provide staff and governors with an annual summary of the impact of this policy upon the practice of the school, in line with review of the document.

The SENCO draws up Individual Education Plans for children on the SEN register, in consultation with the child's class teacher. These plans should be reviewed and updated every 6 months, in line with guidance from the local authority.

The staff meet termly to review the SEN register. The register can be updated by staff at any time during the year, with an official audit taking place each November.

Appeals Procedure

The Code of Practice makes it clear that parents should be seen as partners in the education of their child. They are able to provide information which relates to the level and degree of support which can be made at home. There will be occasions when parents will be unable to agree with the LEA and may wish to appeal a decision. This appeal will be heard by a Special Educational Needs Tribunal. The criteria for appeal is clearly identified within the Code of Practice.

This policy will be reviewed as part of a two year cycle, by the SENCO, Governor with responsibility for Special Needs and the Head Teacher.

The outcome of this review will then be reported to staff at a staff meeting and to the governing body as part of the Head Teacher's report.

Signed & dated: _____(Chair of Governors)

Signed & dated: _____(Headteacher)

(This document is a revision of the school's previous SEN policy and is due for review in April 2016)