St Patrick’s and St Joseph’s Federated Primary School

Special Educational Needs and Inclusion Policy

September 2013

**Brief Statement**

St Patrick’s and St Joseph’s Federated Primary School is committed to the provision of a broad and balanced curriculum which offers access for all children. As a school we recognise that some pupils either throughout, or at any time during their school career may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs.

**Definitions**

The Code of Practice defines the term ‘Special Educational Needs’ as “a learning difficulty, which calls for special education provision to be made”.

In this context ‘learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his/her age and/or has a disability that hinders his/her use of everyday educational facilities.

‘Special education provision’ means ‘educational provision which is different from, or additional to, the normal provision made for children of comparable age’.

The term ‘disability’ means that a child has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities.

The term ‘inclusion’ means a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

The following areas encompass all aspects of SEN/Disability:

* Learning difficulties
* Specific learning difficulties
* Emotional and behavioural difficulties
* Physical disabilities
* Sensory impairments
* Speech and language difficulties
* Medical conditions

**Aims**

1 To provide a broad, balanced, relevant and differentiated curriculum as a right for all children.

2 To identify children with SEN/Disability as early as possible through a variety of means (Records of Concern, etc) and on consultation with appropriate personnel.

3 To ensure that all children with SEN/Disability feel valued and have a positive self-image in a caring and supportive environment.

4 To offer experiences and opportunities, which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.

5 To encourage the use of teaching strategies, which are responsive to different learning styles and which ensure effective learning for all.

6 To develop a system for recording continued assessment so that each pupil’s performance can be monitored.

7 To promote the inclusion of all pupils with SEN/Disability as far as is reasonably practical into the life and work of the school.

8 To encourage parental involvement and co-operation between various professionals and agencies in the diagnosis and treatment of pupils with SEN/Disability.

9 To create a caring and supportive environment in which pupils can contribute to (as far as it is reasonably practical) to the planned provision in relation to their individual needs.

10 To develop and utilise all resources in support of pupils with SEN/Disability.

**Identification and Assessment of Special Educational Needs**

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

**Strategies for identifying SEN within our school:**

* Assessment (Standardised Test scores – PIE, PIM, Suffolk Reading, and Pychometric Test scores where appropriate)
* Observation by the class teacher of the child’s academic, social and personal development.
* Communication with parents
* Information from doctors, health visitors, social workers and therapists.

**Arrangements for Co-ordinating SEN Provision**

The Board of Governors have delegated responsibility for pupils with special educational needs to Mrs McKeown.

Role of the Board of Governors

The Board of Governors will:

* ensure that all pupils’ special educational needs are addressed;
* have regard for the Code of Practice;
* have overall responsibility for the school’s SEN and Inclusion Policy;
* ensure the policy is kept under review;
* report annually to parents on the steps taken to implement the school’s SEN and Inclusion Policy.

Role of the Principal

The principal will:

* keep the Board of Governors informed about SEN/Disability issues:
* work in close partnership with the SENCo:
* where necessary liaise with parents and external agencies:

Role of the SENCo

The SENCo will:

* co-ordinate the day to day provision of the school’s SEN and Inclusion Policy;
* liaise with and advise colleagues and assist with early identification and accurate assessment of needs;
* co-ordinate provision for children with special educational needs;
* write and review the effectiveness of education plans in consultation with the class teachers;
* maintain the school’s SEN/Disability register and oversee the records of all pupils with special educational needs which will include, Records of Concern, Assessment Information, timetabling of extra provision made by the school and external agencies and education plans;
* liaise with parents of children with special educational needs;
* contribute to the in-service training of staff;
* liaise with external agencies.

Role of Special Needs Teacher

The Special Needs Teacher will:

* be aware of the staged approach to special needs as outlined in the Code of Practice;
* provide support for the class teacher in relation to the teaching of the SEN children by covering targets set out in IEPs or other work indicated by the class teacher;
* teach using strategies appropriate to each individual child’s learning need.

Role of the Learning Support Assistant

The Learning Support Assistant will:

* be aware of the child’s special educational need;
* have access to the child’s IEP;
* support the class teacher in providing for the individual special educational need of the child.

Role of the Pupil

The pupils will:

* depending on their age, in conjunction with the class teacher identify where their difficulties lie and set achievable targets/goals for themselves;
* be involved in a self-reviewing process.

Role of the Parent

The parent will:

* liaise with the school about their child’s SEN/Disability;
* keep the school up-to-date with information from doctors, therapists, etc;
* attend meetings about their child’s IEP and where appropriate Annual Review;
* contribute to reinforcing the learning at home, as set out in the IEP.

**The Structure of SEN in St Patrick’s and St Joseph’s Federated Primary School**

The Code of Practice sets out a five stage approach which Education and Library Boards, schools and all others, should have regard to when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1-3 lies at school level (with close involvement of external agencies at Stage 3) and with the Board at Stage 5.

**Procedures followed:**

Procedures will be followed in line with the stages of the Code of Practice. If it becomes apparent through normal classroom work and activity that a child is performing at a level below that of his/her peers, sufficient to cause concern, the class teacher will begin to gather information designed to establish whether or not a child has a learning difficulty. This evidence is crucial and should highlight clearly the areas of concern over a period of time typically at least two months. The teacher will complete a ‘Record of Concern’ and the child will be placed at Stage 1 of the Code of Practice and included in the school’s SEN register. The teacher will meet with the child’s parents and the SENCo will ask the parents to contribute to the assessment of the child (by completing an assessment form) so that the school will have all relevant information at an early stage.

The teacher will provide or arrange special help within the normal curriculum framework, exploring ways in which increased differentiation of class work, alternative teaching and learning strategies or different classroom organisation might better meet the child’s needs and after approximately one term the child’s progress will be assessed. At this point the child will either:

1 Remain at Stage 1 for the remainder of the academic year if the teacher feels that the child is making sufficient progress within the class when assessment will take place again. If the teacher is happy with progress at this time the child will be taken off the register. OR

2 Move to Stage 2 when the teacher feels that the child needs further assistance. At this stage the SENCo will take the lead responsibility for collecting and recording information about the child. Using information from formative and summative assessments and pyschometric tests (if appropriate), and observations the SENCo and the class teacher will write an IEP for the child. They may receive one-to-one assistance from the SEN teacher or the classroom assistant.