

St Patrick's C of E Primary School



Special Educational Needs Policy

'Learning together, growing together,
supporting each other'

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School Vision Statement

We want every child to feel valued and cared for and to understand that they are special to God, so that they can explore the world confidently, showing tolerance and respect towards others and with all the knowledge and skills needed to have a fulfilling life.

Special educational Needs (SEN)

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEN of some kind at some time during their education. Early year's providers (for example, nurseries or child minders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments (see Glossary), including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as ‘anticipatory’ – people also need to think in advance about what disabled children and young people might need

Aims

Our aim is to ensure that all children develop confidence and self-esteem and have equal access to a broad, balanced and differentiated curriculum, so that every child achieves their potential.

Objectives

- To identify children with SEN as early as possible
- To create an environment that successfully meets the special needs of each child
- To make clear the expectations of all partners in the process and provision of special educational needs
- To ensure parents are kept fully informed and are engaged in effective communication about their child’s SEN
- To ensure that staff, governors and parents are aware of special needs provision within the school
- To ensure appropriate resources are available to support the needs of pupils with SEN
- To support staff so they are able to meet the needs of the children through appropriate training and provision of adequate resources

Roles and Responsibilities

Coordination of SEN provision

The Special Educational Needs Co-ordinators (SENCo) Suzanne Edmondson and Joanne Ashlin, are responsible for the day to day operation of the SEN policy.

The main duties of the Special Educational Needs Co-ordinators (SENCo) :

- Co-ordinating provision for children with SEN/AEN and preparing the support timetable
- Maintaining the SEN Register and overseeing the records of all children with SEN
- Preparing Individual Education Plans (IEPs) for children with SEN
- Reviewing IEPs termly with support staff, class teachers, children, parents and carers.
- Work with staff to set targets for raising achievements of pupils with SEN
- Liaising with and advising other staff members through regular, planned SENCo/Teacher/Learning Support Assistant meetings
- Supporting the work of Learning Support Assistants (LSAs)
- Contributing to the in-service training of staff
- Ordering, recording and maintaining appropriate resources.
- Monitor teaching and learning activities and assessments to ensure that attainment and progress for children with SEN is good
- In partnership with the class teacher, liaise with parents of children with SEN
- Liaising with external agencies
- Liaising with the governor with special responsibility for SEN – at present, this is Val Kos
- Ensure that all staff have access to the SEN Policy, the SEN Register, guidance on identifying and meeting the needs of pupils with SEN, information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map

Governing Body

The Governing Body ratifies the school's general policy and approach to meeting children's SEN/AEN for those with statements and those without. It is fully involved in developing and monitoring the school's SEN policy. It has a responsibility to both monitor provision and provide information about the numbers of pupils with special educational needs and the effectiveness of the SEN policy – termly meetings are planned between the SEN Governor and SENCo. The identified governor with responsibility for special needs provision, liaises with the Special Needs Co-ordinator who ensures that the Governing Body is kept up-to-date and knowledgeable about the school's SEN provision. Governors consult with the LEA and other schools, when appropriate.

Headteacher

The Headteacher (Suzanne Edmondson) will monitor teaching and learning and assessments to ensure that attainment and progress for children with SEN is good.

Class teachers

It is the responsibility of a child's class teacher to ensure that children with SEN make progress in their learning by providing differentiated learning opportunities. Class teachers should liaise with the SENCo and Teaching Assistants to set individual targets for learning and to ensure that provision for pupils with SEN within their class is good.

Identification of Special Educational Needs

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. If the school believes that your child may have special educational needs, you will be contacted by your child's class teacher or the SENCo (Special Educational Needs Coordinator). You will be involved and your views will be needed throughout the process, and you will be kept up to date with any assessments that are carried out, targets set for your child to achieve and you will be regularly informed about the progress that your child is making.

If you have any concerns about your child and believe that they may have special educational needs, then you can speak to the class teacher, SENCo or the Head teacher.

SEN support

SEN support replaces school action/school action plus (in schools) and early years action/early years action plus (in early years settings).

Children and young people with more complex needs might instead need an Education, Health and Care (EHC) plan (see section on Education, Health and Care needs assessments and plans). EHC plans replace statements of SEN and Learning Disability Assessments (LDAs).

SEN support is part of what is known as the 'graduated approach' and in general should work as follows:

The four stages of SEN support are:

- Assess
- Plan
- Do
- Review.

Assess: Your child's difficulties must be assessed so that the right support can be provided. This will include asking you what you think, talking to the class teacher and looking at records and other information. This will be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: As part of the process, with your involvement, the outcomes that the SEN support is intended to achieve will be agreed– in other words, how your child will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The school will then put the planned support into place. The class teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

Review: The support your child receives will be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Education, Health and Care needs assessments and plans

In most instances a child's the needs can be met through SEN support. But sometimes a child needs a more intensive level of specialist help that cannot be met from the resources available to schools and other settings to provide SEN support. In these circumstances, we will ask the local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children will have needs that clearly require an EHC needs assessment and plan and once the local authority is aware of them, it will start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document. Your child must have special educational needs to be eligible for a plan.

Deciding whether to conduct an EHC needs assessment

Once the local authority identifies that your child has SEN or receives a request for an assessment, they have up to six weeks to decide whether to carry one out. During that time, you will be asked for information to help them make that decision.

If your local authority decides not to carry out an assessment, they need to let you know their decision within six weeks of receiving a request for an assessment. Your local authority

is expected to help you find other ways that your child can be supported in their school or other setting.

Conducting an EHC needs assessment

The local authority will make sure that you and your child are fully involved in the EHC needs assessment. They will provide you with impartial information, advice and support to help you understand the process and make sure you are properly involved in decisions that affect your child.

The assessment includes talking to you and your child and finding out from you what support you think your child needs, and what aspirations you and your child have for his or her future. The assessment also includes seeking information and views from your child's class teacher, doctors and educational psychologists.

Deciding whether an EHC plan is needed

After the local authority has made its assessment, having involved you and your child fully in the process, it will then decide whether or not an EHC plan is necessary. If they decide that an EHC plan is not needed, they will tell you within 16 weeks of the date they received a request for an assessment.

Preparing an EHC plan

If the local authority decides to proceed with an EHC plan, they will work closely with you and your child to make sure the plan takes full account of your views, wishes and feelings. Once the plan has been written, a draft will be sent to you. You will be given 15 days to comment on the draft and you can ask for a meeting to discuss it if you want one. At that point you will also be able to request a specific school, or other setting, you want your child to attend. This could be a mainstream school or special school. Your local authority has 20 weeks from the request for the EHC needs assessment to issue the final plan to you.

Once an EHC plan has been finalised, the local authority will ensure that the special educational support in section F of the plan is provided, and the health service will ensure the health support in section G is provided. This should help to enable your child to meet the outcomes that you have jointly identified and agreed. The local authority reviews your child's EHC plan at least every 12 months. That review includes working with you and your child and asking you what you think and what you want to happen, and a meeting which you must be invited to.

Further information about EHC Plans can found via the SEND Local Offer: [Families Information | What is the Local Offer \(westmorlandandfurness.gov.uk\)](#) or by speaking to an Education, Health and Care Plan Coordinator.

Barrow, Eden and South Lakes

inclusion.b&sl.westmorlandandfurness.gov.uk

inclusion.b&sl.westmorlandandfurness.gov.uk

Tel: 01229 407403

Access to the SEND Social Work Service is initially through contacting the central safeguarding hub for Westmorland and Furness on: 0300 373 3892.

Inclusion of Pupils with SEN

The Head teacher is responsible for ensuring that the policy for inclusion is implemented effectively throughout the school. The school's curriculum will set suitable learning challenges. It will respond to pupils' diverse learning needs – recognising able and gifted and talented pupils as well as those pupils who require additional learning support.

The school acknowledges that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- learn at different rates.
- require a range of different teaching strategies and experiences.

All staff will respond to children's needs by:

- providing support in all curriculum areas.
- planning to develop children's understanding through the use of all senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as Reading Intervention, Specific Writing and Mathematics Programmes eg 1:1 English/Maths Tuition, booster classes or Springboard programmes.

There is an inclusive approach to Physical Education – SMART Moves and Basic Moves Programmes are used throughout the school. The arrangements for the School's Sports Day, PE sessions and outdoor educational trips enable all children to participate.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Allocation of Resources

The SENCo is part of the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with statements. The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The SENCo monitors on-going SEN provision and the use of available funds, including those directly related to statements. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Links with other agencies and voluntary organisations

The school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

Westmorland and Furness Education

Psychology Service

Behaviour Support Service

Social Services

Speech and Language Therapy Service (Class teacher also liaises)

Specialist Advisory Teacher Service

Specialist Health Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Complaints procedures

The school's complaint procedures are set out in the school Complaints Procedure; it outlines the appropriate channels for parents who are unhappy about the educational

provision and progress of their child. A hard copy of the Complaints Procedure is available from the school Office.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The school will signpost parents and carers in the direction of up to date information.

Review Date: Autumn 2025