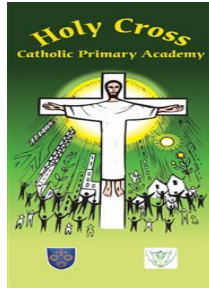


Special Education Needs Policy – in brief – for Parents

2022 - 2024



Special Education Needs Policy – in brief – for Parents

Mission Statement

Where Jesus is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

The Special Needs co-ordinator is Miss Wheater and can be contacted via the school office, or at jenniwheater@holycross-pri.essex.sch.uk Miss Wheater holds the National SENCO award which was gained in 2007.

Guiding Principle

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning and ensure that every child can reach their personal best within all elements of school life as part of a wider community. All pupils are entitled to an education that enables them to make progress so that they

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transitions

All teachers are teachers of children with special educational needs who apply High Quality teaching at every stage in a child's journey through education. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style, adaptations and reasonable adjustments. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of difficulty, then the pupil may be identified as having special educational needs. DFE COP 2014 1.24 Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

Objectives in making provision for pupils with Special Educational Needs (SEN).

- To value all the pupils in our school equally and hold the child at the centre.
- To create a supportive learning environment for all our children and to respond early and appropriately to all their needs, working closely with the family.
- To ensure that all pupils have equal access to High Quality teaching through a broad, balanced curriculum which is adapted to meet individual needs and abilities.
- For all teachers and members of our school community to identify and meet the needs of pupils.
- For every child to have the entitlement of having their particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for pupils with SEN to join in with all the activities of the school.
- To focus on what children can do rather than on what they can't and to foster success and the achievement of full potential.
- To seek the views of the child and take them into account.
- To draw on parent knowledge and expertise in relation to their child and maintain close liaisons with the child's parent/s carer/s.
- To set out an approach, which encourages communication between all those concerned – pupils, parents/carers, teachers, specialists and other agencies.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole and in some cases the wider community eg: health care, the local authority. In the full policy you can see what each of the following roles are responsible for:

- Governing Body
- The Head teacher
- The School Staff
- The Special Needs Co-ordinator
- Learning Support Assistants
- Lunchtime Support Assistants (MDAs Mid-day Assistants)
- Teaching Assistants
- Staff responsible for Pupil Premium

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child.

Specialist provisions

The school does not have a special unit.

Special facilities

The school has wheelchair access from four points into the building. There are three toilets for use by pupils with disabilities. One includes a fixed hoist. In addition to this the governors would make every effort to accommodate a pupil's particular needs and would work, if necessary with the LEA, to improve facilities in order to ensure accessibility for all.

Allocation of Resources.

The school receives a set amount of funding each year for SEN resources and this money is directed into areas of need.

Identification and General Assessment:

Identification

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental Health difficulties
4. Sensory and/or Physical needs

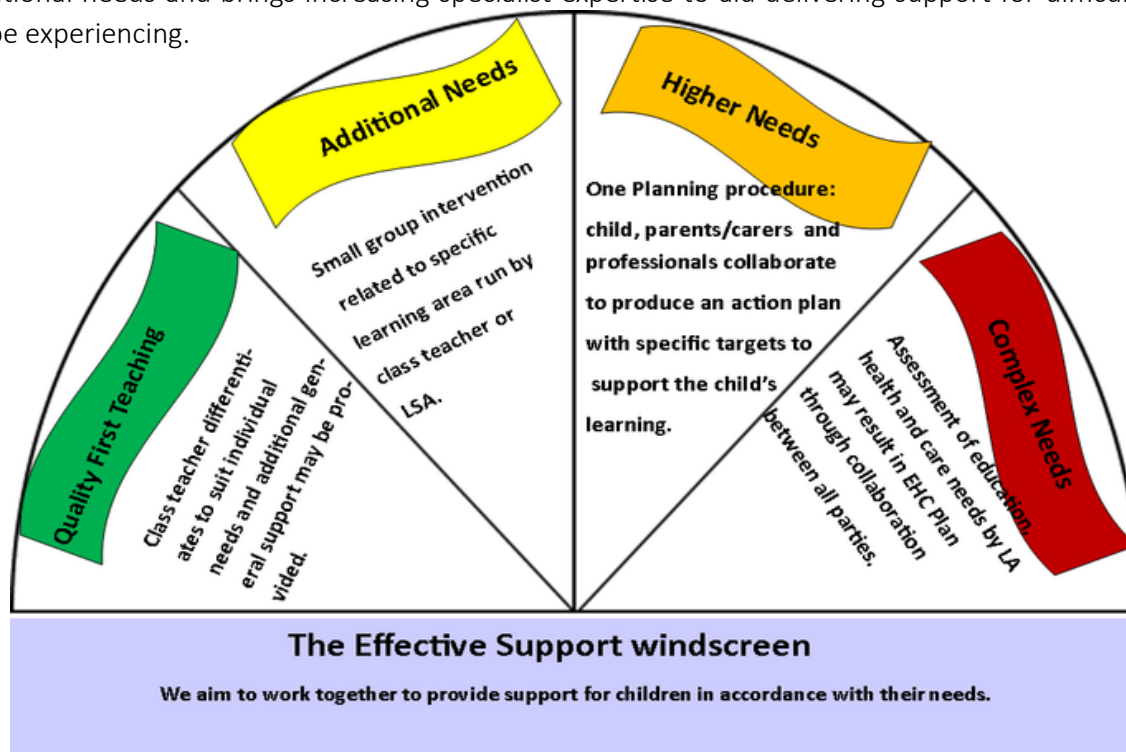


Note on Behaviour (as this was mentioned in the last Code of Practice 2002 but has been withdrawn for 2014)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Assessment to determine any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues would be undertaken by the class teacher and SENCO. DFE COP 2014 6.21, Refer also to DFE COP 2014 6.22, 6.23

A Graduated Response

In order to help children who have SEN, the school will adopt a graduated response from differentiation through to assessment level for an Education Health Care plan. The graduated response recognises a continuum of special educational needs and brings increasing specialist expertise to aid delivering support for difficulties that a child may be experiencing.



Assess

Class Teacher, Parents or SENCO or specialists (who school and or parents have contacted) can identify any need/s that the child has above and beyond expectation by carrying out an analysis of needs, based on assessment information and attainment over time in addition to any other information. Any concerns raised by the parents should be assessed by the school and feedback provided for the parents within regular meetings with the class teacher or class teacher and SENCO. This forms part of the One Plan environment.

Plan

The Class Teacher and SENCO will agree in consultation with the parents and the pupil (where possible) the adjustments, interventions and support which will be put into place.

The following documentation may be generated:

- A One Page Profile. Where needs are above the expectation but the child may not be on the SEN profile. This highlights likes and strengths and specific support in place/needed.
- A One Plan where a higher level of intervention is needed and specific / personalised targets and provisions are in place.
- A Consistent Management Plan (CMP) for Social Emotional Difficulties – where these may be linked to behaviours.
- A care plan for medical needs
- An SLCN plan for speech, language and communication needs.
- Referrals to gain specialist support.
- EHCP paperwork
- Planning meeting form
- Record of assessment with recommendations and planned next steps.

Do

- The Class Teacher will remain responsible for working with the child on a daily basis and will oversee any interventions which take place. They will work closely with the teaching assistant and any other specialist staff involved and will manage how they will plan and assess the impact of support and interventions to specifically link to classroom teaching. It is considered highly beneficial, where ever possible for strong links to be made with home; allowing the child to be accessing the same strategies consistently and often enough to aid progression. Parents will be encouraged to be as fully involved as possible.

Review

- Regular review meetings will be held with parents and staff and where they have been involved – the SENCO and specialist external support, to assess the effectiveness of the support and the interventions along with their impact on the progress the child has made over time. This informs next step planning.



Requesting an Education health Care needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN support. DFE COP 6.63 The purpose of carrying out an assessment would be to secure the best possible outcomes for the child across education, health and social care and, as they get older. DFE COP 9.2 Parents and children will be involved fully in the process of application for assessment by the Local Authority for an EHCP as they work with a person centred approach. It is important to be aware that an EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. DFE COP 9.6

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements for partnership with parents

The school will always work closely with parents when their child is receiving help for their special educational need and ensure they are fully informed. Regular review meetings will also operate throughout the year between the staff and parents, or staff, SENCO and parents in addition to the class teacher meetings and reviews; where necessary. Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential.

Pupil participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they are good at or like and dislike in addition to what sort of help they would like to support them in making the most of their education experiences. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to personal targets.

Links with other mainstream schools and special schools

The SENCO and other staff maintain close links with other schools and special schools to ensure that we are offering the best provisions we can for the child and to ensure that how we assess the progress of the children is effective.

Links with other agencies and voluntary organisations

External support services could play an important part in helping the school or family to further identify, assess and make provision for pupils with SEN. The school works with specialists within health and education in order to gain specialist support for speech language and communication, health needs, emotional needs and learning development needs. Any action taken to involve other agencies will take part in the graduated approach within assess, plan, do and review and regular review meetings will be essential.

Complaints procedures

Parental concerns should, in the first instance, be communicated to the child's class teacher. If this does not prove satisfactory the SENCO/Inclusion manager and then the Head Teacher should be informed. The SENCO/Inclusion manager will instigate further action and liaise with the teaching and support staff, and report back to the parent/s or Carer/s, Class Teacher and Head Teacher.

If the matter continues to be unresolved the parents are requested to put their concerns in writing to the Head Teacher and Governors (in particular the Governor/s with responsibility for SEN and Inclusion).

Arrangements for training and development of all staff

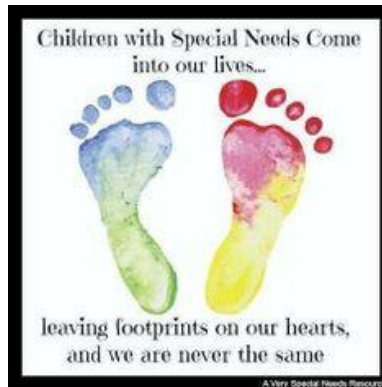
The school makes an annual audit of training needs for all staff taking into account schools priorities as well as personal professional development.

Success criteria

- All children will have demonstrated at least satisfactory measurable progress from their baseline assessment and action in response to this progress will take place.
- Where ever possible pupils will contribute to the planning and review of their targets and their views will be recorded.
- Parents will have been actively involved in the planning and target setting for their child – particularly where an EHCP is in place.
- Parents will have been fully involved in identification of needs, strengths and difficulties and are fully aware of how the school is providing additional support for their child.
- Training will be offered to staff and follow up of success from implementation will be considered.
- The SENCO will support the staff in the early identification of pupils needs and staff are clear on the graduated response and how to manage provisions for all areas of need with the support of the SENCO.
- All children with additional or higher level needs have been able to fully access all elements of the curriculum with an appropriate level of aid.

Please also refer to:

- The school's SEN Information Report – available on the school website
- The school's Inclusion Policy
- DFE Medical Conditions Report April 2014 & The school's policy for supporting pupils with medical conditions
- The school's Safeguarding Policy
- The school's Accessibility Plan
- The school's Learning Mentor Policy
- The school's mental Health policy
- The school's positive Behaviour Policy
- The school's anti-bullying Policy
- Pupil Premium Policy , EAL policy & AGT policy





Illustrations by Jay Carlton

At Holy Cross we believe in working closely with each family. Your knowledge about your child will help us support them in their learning. Your knowledge of how they are learning will help you support your child at school. When all this comes together the child will learn at their best.

