

Special Educational Needs (SEN) Policy at St. Edmund's Catholic Primary School, Skelmersdale.

Our commitment to Christ's ministry and to the uniqueness of each individual leaves Catholic schools ideally placed to respond with imagination and sensitivity to those needs. Essential to that task will be a proper respect for the gifts and needs of each individual, a flexibility of approach and a commitment to press for the provision of appropriate resources by the relevant authorities.

(Evaluating the Distinctive Nature of a Catholic School).

1 Introduction

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is 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 children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – mainly school-based for Stages 1 to 3, and multi-professional assessment for Stages 4 to 5.

In our school the Headteacher is the Special Educational Needs Co-ordinator (SENCO) and he:

- 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 the 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 governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

6.1 The Headteacher as SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher as SENCO informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The headteacher as SENCO considers how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

7.1 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.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school follows the procedures detailed in the Special Educational Needs Code of Practice to respond to children's special educational needs:

- **Initial Concern:** the class or subject teacher identifies and consults with the SENCO;
- **School Action:** the SENCO and class teacher gather information and inform parents of their concerns if this has not already been done. Parents are given a copy of the Individual Education Plan which will be produced detailing provision in school;
- **School Action Plus:** the teacher and the SENCO are supported by outside agency involvement;
- **Statutory Assessment:** the LEA considers the need for statutory assessment and may order multi-disciplinary assessment;
- **A Statement of Special Educational Need:** the LEA may issue a formal statement of special educational needs.

7.6 The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents. At present this governor is:

Mrs. Tracy Stringman.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The

SENCO and the named governor with responsibility for special needs also hold regular meetings.

10.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed:

Date: