

St. Joseph's Catholic School

Special Educational Needs Policy



This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Joseph's:
"To live, love and learn by the example of Jesus".

We also work hard to prepare our children in the five outcomes of the "Every Child Matters" document – being safe, healthy, enjoying and achieving, achieving economic well-being and making a positive contribution to society.

1 Introduction

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 have particular learning and assessment requirements that could create barriers to learning.

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.

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

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 (through individual discussion or class circle time), particularly trauma or stress, and to take part in learning;
- with help from the Pastoral Care co-ordinator, introducing support programmes such as 'Circle of Friends', 'Social Skills groups', 'Nurture groups' or a 'Pastoral Support Programme' where required.

4 Special educational needs & the role of SENCO

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.

The SEN Code of Practice (2002) states that a school should identify whether a child is being assisted through 'school action', 'school action plus' or a 'statement of special needs'. We have adopted this graduated approach for children with SEN as outlined in the Code of Practice.

The 'National Standards for Special Educational Needs' (1998) states that *'The SENCO, with the support of the headteacher and governing body, takes responsibility for the day to day operation of provision made for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.'*

In our school the Special Educational Needs Co-ordinator (SENCO):

- 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 (although not a requirement of the present Code of Practice, the SEN register will be maintained at St. Joseph's Catholic Junior School);
- contributes to and manages the records of all children with special educational needs;
- keeps up to date with current government and LEA policy or guidance through relevant INSET or independent research;
- manages the school-based assessment for SEN children and completes the documentation required by outside agencies and the LEA through liaison with the assessment coordinator and the subject coordinators;
- acts as the link with parents, informing them of SEN arrangements within school;
- maintains resources and a range of teaching materials to enable appropriate provision to be made. This includes organising and deploying computer resources in the progress of SEN pupils;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;

- works with the head teacher to establish timetables for learning support assistants, ensuring the best use of time and most effective deployment of staff;
- is responsible for the professional development of Teaching Assistant staff and meets weekly with the Teaching Assistant team;
- monitors the impact of Teaching Assistant time and resources in day to day teaching and in the progress made by individual children;

5 The role of the Governing Body

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. There is a nominated Governor who oversees SEN provision. The Governors 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.

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. The school site is currently able to admit children who are wheel chair bound.

6 Allocation of resources

The 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 or 'Earmarked Pupil Funding'.

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

The headteacher and the SENCO meet annually to agree on 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

Early identification is vital. The class teacher or SENCO informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. At this point, a 'Record of Concern' may be completed and shared with the parents before a child is later added to the register at 'School Action' level.

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

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

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. P levels are used to demonstrate progress through smaller steps before reaching level 1.

Benchmark assessments (Key Stage 1 SAT's) are provided by the year 2 teachers. Our year 3 teachers complete updated assessments by Autumn half term and all teachers provide levels for SEN children at the end of each term.

The school uses a graduated response model to enable the best progress for a child with special educational needs. Parents are kept informed at every stage of the process:

- **School Action:** parents are sensitively informed of the difficulties faced by their child. The child is monitored carefully as they are supported in their progress through use of an 'Individual Education Plan' to document targets, processes, resources and progress which is over and above that detailed on the school's provision mapping. In line with government policy, children only move to 'School Action' if they require intervention which is significantly different from that offered to the class or through catch-up programmes.
- **School Action Plus:** the teacher and the SENCO are supported by outside agency involvement which may be from the educational psychologist, health professionals, advisory teachers or outreach services.
- **Application for statutory assessment:** the LEA considers the need for statutory assessment and may request multi-disciplinary assessment;
- **Statement or EPF:** the LEA may offer EPF or issue a formal statement of special educational needs.

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.

Teachers use a range of strategies to meet children's special educational needs. Please see appendix i for provision mapping which details the strategies used to meet the needs of children in every year group.

Individual Education Plans (IEP's), 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 SMART targets, we ensure that children experience success. At present, all children on the special needs register have an IEP. These IEP's should be read alongside the year group provision map (appendix i).

Children are involved in the target setting process through the 'How Am I Doing?' sheets (see appendix ii). With the support of the teacher or teaching assistant, this enables children to help reduce barriers to their own learning. It also highlights for the children a personal responsibility for their own targets.

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

A named governor takes a special interest in special needs and is always willing to talk to parents.

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.

We have regular meetings each term to share the progress of children experiencing special needs 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. Parents are invited to contact the school at any other times to arrange a meeting or a chat with the class teacher or SENCO as they feel is necessary.

10 Monitoring and evaluation

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. Progress is monitored through the Raise- on-line and 'TRACA' assessment tracking system

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 termly meetings.

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: September 2009

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Special Educational Needs (SEN) Policy 2004 Appendix i

Provision Mapping ~ year 4 ~ 2004-2005

Area of Need	All pupils, where appropriate	Catch up	SEN	EAL	G&T
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning • Visual and kinaesthetic aids to reflect learning styles • Use of writing frames • In class support from TA (5 hours per class) • Weekly guided reading and writing with class teacher 	<ul style="list-style-type: none"> • Springboard maths begins Autumn half term with RD • ALS begins Autumn half term with L O'B • Individual reading practise weekly with TA or class teacher • Word lists to support writing 	<ul style="list-style-type: none"> • Tracks programme to move phonics, reading and spelling rules forward • Display to reflect phonics and spelling rules learnt • Support to achieve IEP targets 	<ul style="list-style-type: none"> • 1 hour a week group support by JG • 1 afternoon a week group support by SA • peer tutoring 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Opportunity for extended project work in spring term
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Simplification of language used when delivering or reinforcing the curriculum • Visual displays with key vocabulary • Structured class routine – timetable displayed on board 		<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • Use of <i>Writing with Symbols</i> • Support to achieve IEP targets 	<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • JG and SA promoting conversation, discussion & vocabulary through real life situations eg walking around the school 	

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<i>Emotional, Behavioural and Social</i>	<ul style="list-style-type: none"> • Whole school behaviour policy • Golden rules in each class • Merits and sticker systems • Weekly circle time session • PSHE curriculum 	<ul style="list-style-type: none"> • Support for unstructured times • TA or class teacher support in arranging group work • Parental involvement when deemed necessary, in line with behaviour policy 	<ul style="list-style-type: none"> • Individual reward system • Link books home • Support to achieve IEP targets 		
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> • Brain gym exercises and brain breaks • Awareness of children with sensory difficulties (eg impaired hearing or sight) and appropriate classroom organisation • PE adapted and differentiated successfully to ensure safe development 	<ul style="list-style-type: none"> • Additional handwriting practise • Movement club to promote motor skills 	<ul style="list-style-type: none"> • Advice followed from external medical agencies • Physiotherapy programme supported in school • Individual support in PE 		<ul style="list-style-type: none"> • Opportunity to be selected to play in the school band

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Provision Mapping ~ year 3 ~ 2004-2005

Area of Need	All pupils, where appropriate	Catch up	SEN	EAL	G&T
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning • Visual and kinaesthetic aids to reflect learning styles • Use of writing frames • In class support from TA (5 hours per class) • Weekly guided reading and writing with class teacher 	<ul style="list-style-type: none"> • Springboard maths begins Autumn half term with WS • ALS begins Autumn half term with L O'B • Individual reading practise weekly with TA or class teacher 	<ul style="list-style-type: none"> • Tracks programme to move phonics, reading and spelling rules forward (2 x 20 minute small group sessions each week) • Memory skills training using <i>Memory Booster</i> on laptop (1:1 as regularly as possible where needed) • Display to reflect phonics and spelling rules learnt • Support to achieve IEP targets 	<ul style="list-style-type: none"> • 1 hour a week group support by JG • 1 afternoon a week group support by SA • peer tutoring 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Opportunity for extended project work in spring term
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Simplification of language used when delivering or reinforcing the curriculum 		<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource (1x 20 minute session per 	<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • JG and SA 	

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	<ul style="list-style-type: none"> • Visual flash cards with key words • Structured class routine – timetable displayed on board 		week) <ul style="list-style-type: none"> • Input from Autism Outreach Team • Use of <i>Writing with Symbols</i> • Support to achieve IEP targets 	promoting conversation, discussion & vocabulary through real life situations eg walking around the school	
<i>Emotional, Behavioural and Social</i>	<ul style="list-style-type: none"> • Whole school behaviour policy • Golden rules in each class • Merits and sticker systems • Weekly circle time session • PSHE curriculum 	<ul style="list-style-type: none"> • Support for unstructured times • TA or class teacher support in arranging group work • Parental involvement when deemed necessary, in line with behaviour policy 	<ul style="list-style-type: none"> • Circle of friends for individual child to incorporate social skills training • Input from Autism Outreach Team • Individual reward system • Link books home • Support to achieve IEP targets 		
<i>Sensory and Physical</i> NB less relevant to the present year 3 as we have no children with extreme physical or sensory difficulty	<ul style="list-style-type: none"> • Brain gym exercises and brain breaks • Awareness of children with sensory difficulties (eg impaired hearing or sight) and appropriate classroom 	<ul style="list-style-type: none"> • Additional handwriting practise • Movement club to promote motor skills 			<ul style="list-style-type: none"> • Opportunity to be selected to play in the school band

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	organisation <ul style="list-style-type: none"> • PE adapted and differentiated successfully to ensure development 			
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Provision Mapping ~ year 5 ~ 2004-2005

Area of Need	All pupils, where appropriate	Catch up	SEN	EAL	G&T
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning • Visual and kinaesthetic aids to reflect learning styles • Use of writing frames • In class support from TA (7 hours per class) • Weekly guided reading and writing with class teacher 	<ul style="list-style-type: none"> • Individual reading practise weekly with TA or class teacher • Word lists to support writing 	<ul style="list-style-type: none"> • Tracks programme to move phonics, reading and spelling rules forward • Display to reflect phonics and spelling rules learnt • Support to achieve IEP targets • Statemented time to deliver individual curriculum • TA adapting curriculum or delivery so it can be 	<ul style="list-style-type: none"> • 1 hour a week group support by JG • peer tutoring 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Opportunity for extended project work in spring term

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			accessed by individual children		
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Simplification of language used when delivering or reinforcing the curriculum • Visual displays with key vocabulary • Structured class routine – timetable displayed on board 		<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • Use of <i>Writing with Symbols</i> • Support to achieve IEP targets 	<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • JG and SA promoting conversation, discussion & vocabulary through real life situations eg walking around the school 	
<i>Emotional, Behavioural and Social</i>	<ul style="list-style-type: none"> • Whole school behaviour policy • Golden rules in each class • Merits and sticker systems • Weekly circle time session • PSHE curriculum 	<ul style="list-style-type: none"> • Support for unstructured times • TA or class teacher support in arranging group work • Parental involvement when deemed necessary, in line with behaviour policy 	<ul style="list-style-type: none"> • Individual reward system • Link books home • Support to achieve IEP targets • Involvement of outside agencies – Behaviour Support Team • Pastoral Support Programme for individual child • Circle of friends • Social Skills lunchtime club • Nurture 		

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			gardening group		
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> Brain gym exercises and brain breaks Awareness of children with sensory difficulties (eg impaired hearing or sight) and appropriate classroom organisation PE adapted and differentiated successfully to ensure safe development 	<ul style="list-style-type: none"> Additional handwriting practise Movement club to promote motor skills 	<ul style="list-style-type: none"> Advice followed from external medical agencies Physiotherapy programme supported in school Individual support in PE 		<ul style="list-style-type: none"> Opportunity to excel at and be selected to play in the school football or netball team Support for children who play for professional clubs Opportunity to be selected to play in the school band

Provision Mapping ~ year 6 ~ 2004-2005

Area of Need	All pupils, where appropriate	Catch up	SEN	EAL	G&T
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> Differentiated curriculum planning Visual and kinaesthetic aids to reflect learning styles 	<ul style="list-style-type: none"> Individual reading practise weekly with TA or class teacher Word lists to support writing 	<ul style="list-style-type: none"> Tracks programme to move phonics, reading and spelling rules forward 	<ul style="list-style-type: none"> 1 hour a week group support by JG Peer tutoring Targeted support for 	<ul style="list-style-type: none"> Differentiated curriculum planning Literacy opportunities to publish work in different genres

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	<ul style="list-style-type: none"> • Use of writing frames • In class support from TA (7 hours per class) • Weekly guided reading and writing with class teacher 	<ul style="list-style-type: none"> • Smaller group booster classes achieved through 3-way split on Tues, Wed & Thurs 	<ul style="list-style-type: none"> • Storyworlds programme to promote and develop reading + writing • Display to reflect phonics and spelling rules learnt • Support to achieve IEP targets • Statemented time to deliver individual curriculum • TA adapting curriculum or delivery so it can be accessed by individual children 	development of grammatical skills	<ul style="list-style-type: none"> • Opportunity for children to write match reports and class newspapers • Mathematically able children extended through use of <i>Number Detectives</i> sheet to develop investigation work • ICT developed through small group time with TA to create multimedia presentations at higher level
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Simplification of language used when delivering or reinforcing the curriculum • Visual displays with key vocabulary • Structured class routine – timetable displayed on board 		<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource • Support to achieve IEP targets 	<ul style="list-style-type: none"> • In class support from TA using <i>Chatterbox</i> resource 	

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<p><i>Emotional, Behavioural and Social</i></p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Golden rules in each class • Class reward system • Weekly circle time session or class meeting • PSHE curriculum 	<ul style="list-style-type: none"> • Support for unstructured times • TA or class teacher support in arranging group work • Parental involvement when deemed necessary, in line with behaviour policy 	<ul style="list-style-type: none"> • Individual reward system • Support to achieve IEP targets • Circle of friends • Social Skills lunchtime club • Nurture gardening group 		
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> • Brain gym exercises and brain breaks • Awareness of children with sensory difficulties (eg impaired hearing or sight) and appropriate classroom organisation • PE adapted and differentiated successfully to ensure safe development 	<ul style="list-style-type: none"> • Additional handwriting practise • Movement club to promote motor skills 	<ul style="list-style-type: none"> • Advice followed from external medical agencies • Physiotherapy programme supported in school • Individual support in PE 		<ul style="list-style-type: none"> • Opportunity to excel at and be selected to play in the school football or netball team • Support for children who play for professional clubs • Opportunity to be selected to play in the school band

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