



St Brendan's RC Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

MISSION STATEMENT

**Love life
Love learning,
Achieve together in God's love.**

Introduction

At St Brendan's, we recognise that each child is an individual and has the right to a broad, balanced and differentiated curriculum. In line with our Mission Statement, we are preparing our children to face the opportunities, responsibilities and experiences which they will encounter. *Article 28: Every child has the right to a good-quality education.*

There are many children who have particular circumstances for whom the school needs to make appropriate, individual provision.

At St Brendan's, all teachers are teachers of children with Special Educational Needs. Teaching such children is therefore a whole-school responsibility.

Increasingly, there are more children with Special Educational Needs in the ordinary classroom; children whose needs may be diverse and who have their needs met by a range of provision. We have further identified this through the Dyslexia Awareness Quality Mark, adapting our learning environment and pedagogy to ensure inclusivity for all pupils at St Brendan's.

In accordance with the Special Educational Needs Code of Practice, we are fully committed to the inclusion of all our children in all school activities. Our Mission Statement should be seen in practice and evidenced by our caring approach and acceptance of all pupils.

Aims

We aim to:

- ensure that all children are valued equally and, irrespective of their abilities or any disabilities, have full access to a differentiated and balanced curriculum in order to develop their full potential, *Article 23: Every child has the right to special education and care if they have a disability;*

- meet the needs of every child but feel a special responsibility for Special Educational Needs children and aim to respond to their needs in the most appropriate way;
- provide all children with their entitlement to a broad and balanced curriculum that meets their personal needs and is provided in their most inclusive setting;
- ensure that in assessing planning and providing for Special Educational Needs children the emphasis should be on abilities and needs. We aim to give all pupils the opportunity to contribute fully to the life of the school, *Article 3: All adults should do what is best for every child*;
- establish a partnership with parents, recognising their role and the school's as complementary;
- be familiar with the individual learning styles of all learners and adopt a range of multi-sensory teaching approaches;
- Provide ongoing training to update staff's skills and understanding in SpLD areas, including Dyslexia and
- ensure that all members of the school community accept and exercise their responsibility for all children with Special Educational Needs and seek to ensure appropriate provision is made at all times.

Objectives

- All children with Special Educational Needs should be identified and assessed as early as possible. For example, conducting Dyslexia screener for children showing early signs of Dyslexia;
- Taking account of the Code of Practice, the most appropriate support will be provided. In most cases, this will be the class teacher, the SEN Co-ordinator, the Head Teacher and parents, but the LA and any other agency may be involved at any stage.
- For those children with Education Health Care Plans, the school and the LA will follow the guidelines laid down in the Code of Practice.
- The views and wishes of individual children will be considered, taking into account their age and understanding.
- There will be close co-operation and co-ordination and a multi-disciplinary approach to problems.
- Monitoring, recording and evaluation of pupil progress will be on a continuous basis. Formal testing will take place on a termly basis, in line with the assessment criteria.
- The three-stage model of assessment and provision will be followed.

Equal Opportunities

At St Brendan's, we are committed to encouraging the rights of our children; ensuring their understanding and awareness of their rights as stated in the CRC. All children are taught how to respect the right of others. We aim to provide all pupils with equal access to a broad and balanced curriculum, of which English is an integral part. In this way, all pupils should make the greatest possible progress and reach their full potential. For those children with Special Educational Needs, and those identified as gifted and talented, help is provided, where possible, through small-group work, extension activities and the use of TA's.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

The four primary areas of need are:

1. Communication and interaction;
2. Cognition and learning;
3. Behaviour, Social and Emotional;
4. Sensory and/or physical.

Children have a learning difficulty if they:

- Have a **significantly** greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local authority.
- Please refer to St Brendan's Criteria for Special Educational Needs document.

Identification, Assessment and Provision – See Flow Chart in Appendix 1

(This section must be read in conjunction with St Brendan's Criteria for Special Educational Needs document).

Stage 1 - Concern

Initial concerns are registered by the class teacher. The child receives appropriate support defined in a Record of Concern sheet. Progress is monitored closely. Classroom interventions are put into place. This is identified on Pupil Progress Sheets/Provision Map. Parents are involved at the earliest opportunity.

Stage 2 – Additional SEN Support

Despite support, the child is not making the progress hoped – at this stage teachers and the SENCO are supported by specialists from outside agencies. A school Education Plan is written and an Early Help Assessment may also be opened. Parents are involved in the target setting process at meetings with the Class Teacher three times a year. The child is involved in identifying areas they need help in and ways they can be supported.

Stage 3 – Education Health Care Plans

The child receives an EHC plan – close links with LA for monitoring and reviewing educational provision. Parents have regular meetings with staff regarding progress and are invited to annual reviews.

Role of the teacher

All teachers should:

- Be aware of the range and diverse needs of the children in the class;
- Select the appropriate materials and ensure their use is relevant to each child;
- Be responsible for the provision of a broad and balanced curriculum for all Special Educational Needs children, according to the guidelines in the Code of Practice;
- Help to identify any child who has additional Special Educational Needs and liaise with the SENCO;
- Be responsible for completing a Record of Concern form, following discussions with parents and the SENCO;
- Be responsible for writing and evaluating Education Plans (on a termly basis or as appropriate) and
- Be responsible for providing information for any open Early Help Assessments, prior to reviews and
- Maintain up-to-date records.

Key Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Liaising with the relevant designated teacher where a looked after pupil has SEN;
- Advising on a graduated approach to providing additional SEN support;
- Ensuring that the records of all children with SEN are kept up-to-date;
- Liaising with parents of children with SEN;
- Liaising with early years providers and secondary schools, Educational Psychologists, Health, Social Care, and independent or voluntary bodies who may be providing SEN support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;

- Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- Ensuring with the Head Teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- The SENCO is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school.

Liaison

Liaison takes place with all appropriate agencies, support services etc., on both a formal and informal basis. There are regular meetings attended by the SENCO, and class teachers arrange relevant meetings to plan and monitor Education Plan's for children in their year groups.

- Meetings with Educational Psychologist, as and when required
- Termly meetings with school Special Needs Governor
- Termly meetings with Cluster group of schools, linking with Secondary schools
- Regular liaison with School Nurse – particularly with reference to Annual Reviews and Assessment
- Regular liaison with Outside Agencies undertaken by class teachers in development and planning of Education Plan's and monitoring progress
- Secondary Liaison, giving close liaison with local secondary schools – Thornleigh
- SENCO from Thornleigh attends Annual Reviews of Y6 pupils, or earlier if deemed necessary
- Liaison meetings relating to all children on Special Educational Needs List
- Transfer of all relevant documents at Y6/Y7
- Meetings with parents

Parental Involvement

i) Education Health Care Plan children

At all Annual Reviews, Parents and Pupils are invited to record their views. With discussion, targets are defined at Annual Review Meetings and Education Health Care Plans are developed, based on these recommendations.

Once Education Health Care Plans have been written, they are reviewed and endorsed by Parents and Pupils in an informal meeting with class teachers. Education Health Care Plans will be reviewed annually.

ii) Children who have additional SEN support

All pupils who have additional SEN support in class require an Education Plan. These will be shared with parents in informal meetings with class teachers. Parents will be given the opportunity to discuss targets alongside the teacher at meetings set throughout the year. All Education Plans will be reviewed on a termly basis.

School always tries to ensure that parents feel able to come and discuss any issues which may be causing them concern.

Dyslexia Awareness Quality Mark

What is Dyslexia?

The British Dyslexia Association (BDA) defines dyslexia as:

“a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.”

Dyslexia aware practice is shown to benefit all learners, not just those with Dyslexia. We are on route to creating a more inclusive environment with an emphasis on adapting learning and removing barriers for pupils, which can lead to more engagement and accelerated progress.

The Dyslexia Aware Quality Mark aims to support schools in:

- Creating a more inclusive learning environment for all pupils, with the support of a DAQM working party (7 members of staff);
- Increasing staff knowledge around Dyslexia and develop a whole-school approach to SEND provision and
- Ensuring consistency in lesson structure and environment across the school.

Provision

To ensure all children have access to the mainstream Curriculum:

- All staff are responsible for meeting the needs of pupils with Dyslexia and have an understanding of implications this has on the subject they co-ordinate;
- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia-friendly, using Century Gothic font;
- Allow more time for tasks such as getting out books, getting started, completing work - this includes practical tasks;
- Use of routine and structure in an organised classroom:
 - Dyslexia-friendly displays across school, including in corridors;
 - Using different coloured whiteboard pens, alternate to black;
 - Muted rainbow visual timetables and displays;
 - Adjusted screen settings on interactive whiteboards;

- Dyslexia-friendly paper and exercise books;
- Use of widgeit symbols within the classroom;
- Accessible 'Do I need help today?' resource boxes within the classroom and
- Use of technology, where appropriate.

Monitoring and Evaluation

Pupil's progress is assessed through:

- Education Health Care Plan reviews (annually) – targets and progress
- Education Plan reviews (termly) – targets and progress
- Early Help Assessment Reviews (8-10 weeks) – targets and progress
- Formal Assessment each term in English and Maths, monitored using Target Tracker
- P Levels – as appropriate
- Meetings with Educational Psychologist, as necessary
- Report to Governing Body (termly)
- Lesson observations (termly)
- Dyslexia-friendly environment (termly learning walk)

Implementation

SEN Co-ordinator: Mrs J Lucas (Member of the SLT, Year 6 Class Teacher)

DAQM Working Party: Mr J McQuaid (Year 5 Class Teacher)

SEN Governor: Mrs N Callaghan

In-Service Training

In-service training is arranged to meet the needs and requirements of children and staff as the school population changes. Provision covers training provided by LA Support Service Teams, LA courses and Diocesan courses. Training is available for teachers and SNA's.

- Staff Meetings relating to Assessment and Identification of children with Special Educational Needs will take place once per year (unless more required).
- Opportunities for all staff (teaching and non-teaching) to attend relevant in-service courses run by the Authority (LA) or Diocese or other Agencies (e.g. Language Support) and time allocation for staff to disseminate information.
- Input from SENCO relating to completion of Support Plans, Education Health Care Plans, Early Help Assessments and Annual Review Forms, as required.
- SENCO to attend relevant courses and time allocated to disseminate information.

Complaints Procedure

In the event of any concerns arising in respect of provision for those children who have additional SEN support the procedure is:

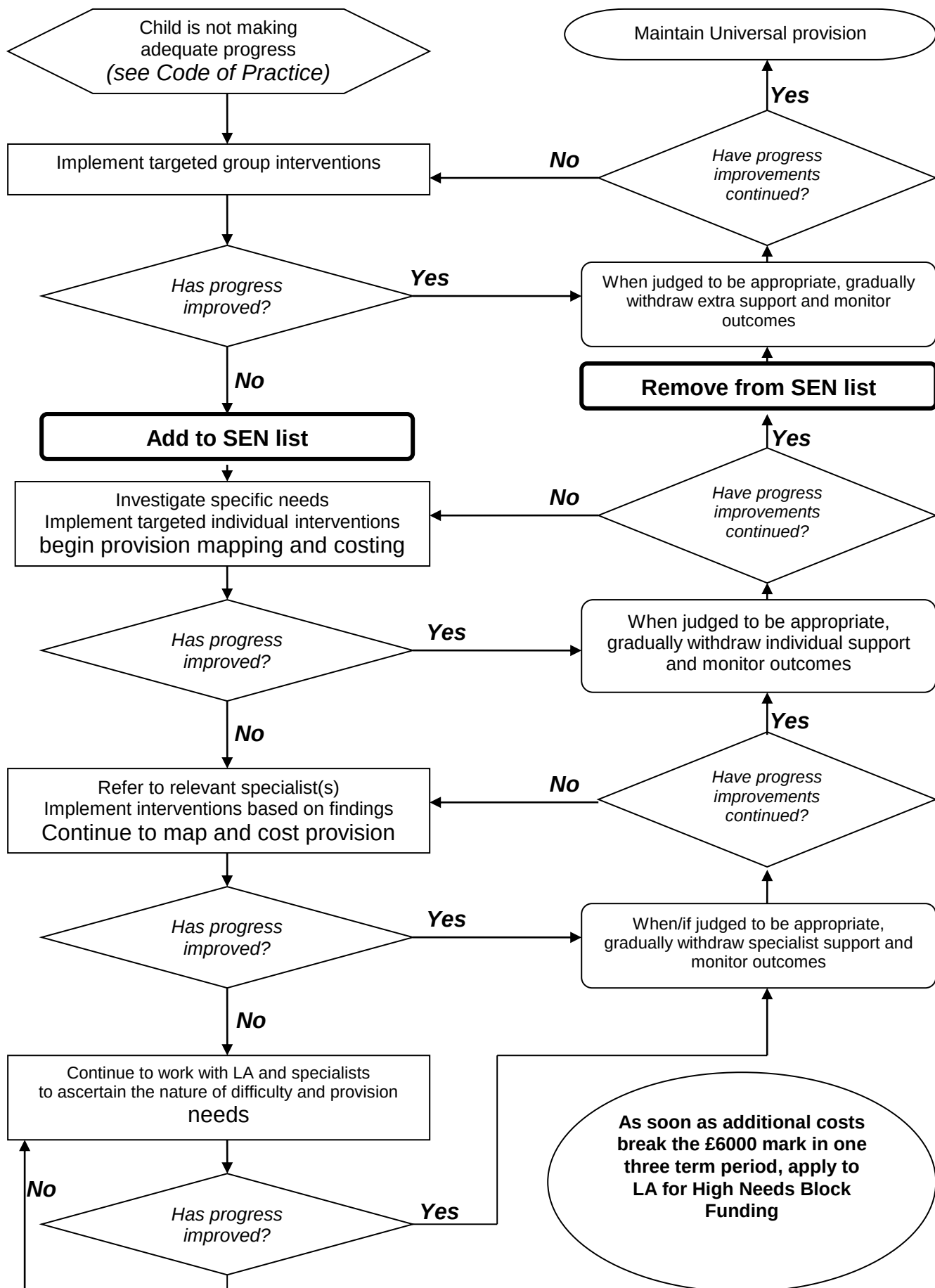
- Parents refer to Class Teacher;

- Class Teacher may involve SENCO;
- SENCO may refer to Head Teacher/Governors;
- With respect to children with an Education Health and Care Plan, parents may put forward their concerns through the Annual Review and
- There is an Appeals procedure through the LA.

Evaluation

The SEN Co-ordinator will review the policy, question children and monitor children's work to ensure that progress is being made across the curriculum.

Appendix A



Date	Amendments
Jan 2011	Original documents
September 2012	Assessment dates
May 2014	Re-draft of policy due to New Code of Practice
October 2015	Reviewed and updated
September 2016	Reviewed and updated
September 2017	Reviewed and updated to include references to Children's Rights and their relevant article.
October 2018	Reviewed and updated.
September 2019	Reviewed and updated.
November 2022	Reviewed and updated.
October 2024	Reviewed.
December 2024	Reviewed and updated, in-line with Dyslexia Awareness Quality Mark