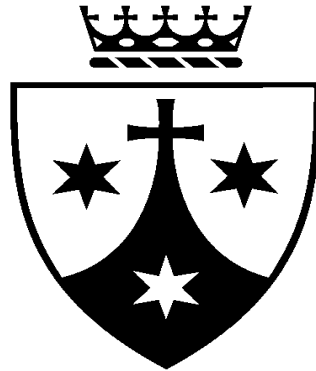


**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
CHALFONT ST PETER**



Learning to do our best with Jesus

**Identification, Assessment & Provision for
Special Educational Needs in the Primary Phase**

Version	Revised May 2009
Date approved	30.06.09
Date reviewed by SEN Governor/ SENCo	Spring 2011 (only change: previous SENCo name removed)
Date for next review	Spring 2012

Mission Statement

Learning to do our best with Jesus.

Introduction

Most children admitted to an infant or primary school will already have attended an early education setting. Some will not. Children with special educational needs who have attended a nursery class, playgroup or other early education setting should have had their needs identified already. Others may not. Schools should therefore be aware that any child admitted to the reception class might have unidentified special educational needs. The same applies to children who transfer from one school to another during the primary phase.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher and the Special Educational Needs Coordinator (SENCO), all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

Assessment against the National Curriculum level descriptors and Buckinghamshire Assessment criteria (2000) for each subject will enable the school to consider the individual child's attainment and progress against the expected levels for the majority of their peers. The Primary Framework for Literacy and Mathematics also provide a basis for assessment against national norms. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

"Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum" (*SEN Code of Practice, 2001*).

Resources at St Joseph's

Human resources include a SENCO, one SEN Special Support Assistant, working mainly with children at School Action Plus (SA+) and several Special Support Assistants (SSAs) who are delegated to work with Statemented children. In addition to this a Senior Teaching Assistant manages a team of Teaching Assistants (TAs).

Current materials & resources are available throughout the school and others are purchased when appropriate (also see Accessibility Plan).

Roles and Responsibilities

The SENCO is responsible for the Performance Management of the SEN Special Support Assistant who works mainly with children at School Action Plus (SA+) and the SSAs who are delegated to Statemented children.

It is the responsibility of the SENCO and Headteacher to ensure that *The Disability Discrimination Act (DDA) 2005* and *The Disability Equality Duty (DED) 2006* (as introduced in the DDA 2005) is adhered to by promoting equality of opportunity and positive attitudes

towards disabled pupils and stakeholders. The SENCO and Headteacher will ensure that the school takes a proactive approach to promoting disability and race equality in an attempt to eliminate any discrimination as recommended in the *The Race Relations (Amendment) Act 2000*.

There is an appointed SEN Governor.

Responsibilities of the SENCO

- To identify and assess children who are giving concern in any area of their development.
- To be responsible for the Provision/SEN Register and sending statutory information to Bucks County Council.
- To liaise with and advise class teachers on strategies for supporting an individual child.
- To liaise with parents.
- To consult with the Specialist Teacher Service and other professional agencies, as appropriate.
- To prepare an Individual Education Plan (IEP) and review targets for children on Early Years Action, Early Years Action Plus, School Action, School Action Plus and Statements.
- To liaise with other schools in the SENCO liaison groups plus associated support centres and special schools.
- To regularly brief the Headteacher on SEN issues and update all appropriate staff on new SEN interventions and DCSF initiatives regarding SEN.
- To work with SEN Governor to annually update SEN section of the School Development Plan (SDP).
- To provide education for children in Public Care.
- To produce a Provision map in the summer term for each year group to ensure efficient and effective deployment of support staff.
- To plan and provide Nurture, Inclusion and Coping with Emotions Groups (NICE) where required throughout the school, supporting the emotional/social needs of pupils.
- To ensure provision of appropriate/necessary training and updates for support staff.
- To report to the Curriculum Committee annually.
- To ensure whole school compliance with *The Disability Discrimination Act (DDA) 2005* Duty.

Responsibilities of the Headteacher

To oversee SEN provision throughout the whole school and to ensure implementation of:

- Annual Reviews of children with Statements of Special Educational Needs
- Adequate support for teachers
- Appropriate support for children on the Provision Register
- Regular liaison with SENCO.

Responsibilities of the Governing Body

- The governing body should be fully involved in developing and monitoring the school's SEN policy.

- In compliance with the *Statutory Instruments The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008*, governors will ensure that the SENCO is:
 - a) a qualified teacher and
 - b) there is a designated SENCO; in the absence of a designated individual then the role of SENCO is the responsibility of the Head/Acting Headteacher.
- All governors, especially the SEN Governor, are fully briefed regarding the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the school development plan.
- The quality of SEN provision is continually monitored.

Aims

- To value all children as individuals.
- To provide all children with a fully inclusive, broad, balanced, relevant and differentiated education, according to the National Curriculum. Within this entitlement we recognise the importance of the development of independence, self-esteem and respect for others, implementing the guidelines of *Every Child Matters* (2003).
- To ensure all teachers are fully committed to the aim of providing effective and appropriate SEN provision.
- To make appropriate individual provision for pupils on the Provision/SEN Register and ensure a range of teaching strategies are used to enable inclusion for every child.
- To provide support via individual or group work, dependent on the child's specific requirements.
- To liaise with and involve parents, creating a partnership to enable appropriate provision for their child.

Identification of Special Educational Needs

We recognise at St Joseph's that it is essential that there is in place a recognised framework for assessment, recording and reporting which will be followed by all staff.

Screening and Testing

The following screening and testing is presently undertaken:

- Reception:** Foundation Stage Profile, Buckinghamshire Developmental Curriculum Record (BDCR)
- Year 1:** Half-termly teacher assessments
- Year 2:** Key Stage 1 SATs
- Year 3 - 5:** Optional SATs and Verbal Reasoning
- Year 6:** Key Stage 2 SATs and 11+
- Year 2 - 6:** Single Word Spelling Test.

In addition assessments include using *Vernon* spelling, and the *New Salford* reading tests in Key Stage 1 and 2. Provision for additional individual assessments, where necessary, are arranged and carried out by appropriate outside agencies.

SEN Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

If a pupils' rate of progress, together with teachers' ongoing assessment is a cause for concern, the pupils are put on the Special Needs part of the Provision Register. Parents are consulted and will be advised of the ways the school will target specific issues, therefore creating a partnership to enable them to support their child at home.

Provision within school

Depending on the need, some, or all of the following provision will be put in place:

alternative teaching strategies, opportunities for small group work, differentiated curriculum, peer tutoring, home/school programmes, alternative equipment/teaching materials.

Support provided by outside agencies may include:

Educational Psychologist, Specialist Teaching Service – Cognition and Learning Team, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Teacher for Hearing/Visually Impaired, Minority Ethnic & Traveller Achievement Service (METAS), Oaks Outreach Behaviour Support and the Community Nurse; these professionals work closely with the Class Teachers and SENCO.

Off-Site Provision

Arrangements are made if possible with outside professional agencies for Speech and Language Therapy, Occupational Therapy, Pupil Referral Unit, Child & Adolescent Mental Health Service (CAMHS) and other agencies if/when the need arises.

Monitoring and Review of Pupil Progress

The Graduated Approach:

- A model of action and intervention in schools and early education settings to help children who have SEN.
- The approach recognises that there is a continuum of SEN.
- Where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Individual Education Plans

Strategies used to enable a child to progress are recorded within an Individual Education Plan (IEP). The IEP includes information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed).

The IEP records that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP focuses on individual targets, chosen from those relating to the key areas of communication, literacy, numeracy, and behaviour and social skills that match the child's needs. The IEP is discussed with the child and the parents.

Reviewing IEPs

IEPs are usually reviewed three times a year. Parents are consulted and their views on the child's progress are part of the review process.

Early Years

Early Years Action:

- Where early education practitioners who work day-to-day with the children or the SENCO identify that a child has SEN.
- Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.
- An IEP will usually be devised.

Early Years Action Plus:

- The early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists.
- Alternative interventions additional or different strategies to those provided for the child through Early Years Action are put in place.
- A new IEP will usually be devised.

The Primary Phase

School Action:

When a class teacher identifies that a pupil has SEN - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP is devised.
- SENCO could take the lead in:
 - Planning future interventions for the child in discussion with colleagues and parents;
 - Monitoring and reviewing the action.

School Action Plus:

- SENCO and class teacher, in consultation with parents, seek advice from external services.
- Class teacher and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies to those at School Action are put in place - an IEP is devised.
- SENCO oversees -

- Any further assessment of the child.
- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.

School Request for Statutory Assessment

Where a request for statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred. The LEA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs. The school will provide written evidence of or information about:

- the school's action through School Action and School Action Plus
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Performance Indicators for Value Added Target Setting (PIVATS) & National Curriculum levels
- attainments in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare services.

In the meantime, and whilst any subsequent statutory assessment are being made, the child will continue to be supported through School Action Plus.

Staff Training

In service and external training is provided as appropriate for teachers, Specialist Support Assistants and Teaching Assistants.

Parental Involvement

Parents are invited to reviews for all pupils with IEPs to enable a working partnership between all those involved at school and the parents. The SENCO and Headteacher are always willing to explain any Special Needs procedures or offer advice if there are concerns regarding any aspect of Special Needs.

Admission Policy

St Joseph's Admission Policy is the same for all pupils, taking into account the following:

“No infant class containing 5, 6 or 7 year olds in a maintained school may contain more than 30 pupils with one qualified teacher except in certain limited circumstances. These include pupils admitted outside the normal admission round to an infant class in a mainstream school with a statement of SEN naming that school may be counted as an exception for the remainder of the academic year of admission” (*SEN Code of Practice, 2001, p14, 1.34*).

In accordance with Schedule 27 of the Education Act 1996, the Local authority must comply with parental preference for children with a Statement of Special Educational Needs, unless it can be proved that the placement would be inappropriate on at least one of the following grounds:

- Unsuitable to the child’s age, ability, aptitude or special educational needs;
- Incompatible with the efficient education of the other children with whom the child would be educated;
- Inefficient resources;
- A significant health and safety risk, for example, when over admission number in school/year group etc. A risk assessment would need to be undertaken by the school in this instance.

Access to Buildings

The Junior school building is on two floors. It has ramp facilities on the ground floor and is joined to the Infant school building, which is on a single level, by a link corridor. (See also Accessibility plan).

School Transfer

Detailed background information collated by the SENCO, including copies of IEPs and interventions implemented, will be sent to secondary schools or a new primary school for all pupils identified as having special educational needs.

Complaints Procedure

In the first instance, complaints should be directed to the class teacher and then, if necessary, to the class teacher and SENCO. The Headteacher will then be involved, if required.

Criteria for Evaluating the Success of the SEN Policy

All elements of the policy are implemented.
Parents, teachers and governors are satisfied with the quality of SEN provision.

Monitoring and Reviewing the Policy

The implementation of the policy will be reviewed every two years.
The SENCO, Headteacher and Special Needs governor will be responsible for monitoring and reviewing the effectiveness of this policy, and reporting to the governing body.

May 2009