



SEN Policy 2016-2017

(to be reviewed and updated following ALN Reform 2017-2018)

St David's School Policy for Special Educational Needs

Introduction

“St. David's Roman Catholic Primary School is part of the living presence of Christ in the modern world. Part of our purpose is, by the education, care and protection of our children, to present a model of Christian living that is clear to all.

Our purpose is to educate our children to the highest standards possible, in an overtly Catholic setting.” School Mission Statement.

The school's intake comprises the full range of ability on entry (baseline). A small percentage of pupils come from a relatively prosperous background and the vast majority come from a background that is neither prosperous nor economically disadvantaged.

Children who have special needs are identified through the graduated response as required by the 1993 Education Act and the Code of Practice for Wales 2002. Children in years 1-6 are allocated funding for SEN support through the Annual Primary SEN Survey, undertaken throughout the City & County of Swansea in November.

Special Needs Staffing

SENCO: Mrs. Julie Holmes

Teaching Assistants: Mrs. F. Rees-Williams
Mrs C. Healing
Mr A. Corker
Mr J. Northcott
Mrs K. Wiggall
Ms K. Di Terlizzi
Mrs T. Moruzzi

SEN Governor Mrs. K. Myles

Mrs. Holmes is our named teacher for Dyslexia.

The school has undertaken ELKLAN training.

Admission Arrangements are the same for all pupils.

There are no SEN units at St David's School.

Access for disabled pupils, staff and visitors is reasonable; with a disabled toilet in the main building. There are a number of flights of stairs in the main building, but these can be circumvented.

Inclusion

All children with SEN, work in mainstream classes. Through careful planning and use of resources, access to the curriculum is differentiated for individual needs. St David's has an inclusive whole school approach to SEN provision and sustains a range of provision to meet the needs of all pupils at our school. This provision is made by the SENCO, Head teacher, Class teachers and Teaching Assistants.

Who are children with Special Educational Needs?

It may be considered that all children at some point in their education have individual special needs. There are groups of children at both ends of the spectrum of ability that have further individual requirements. At St David's we recognize the needs and gifts of each individual.

A definition of Special Educational Needs

The Code of Practice for Wales (drawing from the Education Act 1996) gives the following definition of special educational needs:

'Children have special educational needs they have a learning difficulty which calls for special educational provision to be made for them.'

'Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability, which either prevents or hinders them from making use of those educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority.
- c) Is under five and falls within the definition at (a) or (b) above, or would do if educational provision was not made for them.

The Code defines special educational provision in this way:

'Special Educational Provision' means:

- For children over two, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area;
- For children under two, educational provision of any kind.'

The fundamental principles underpinning the Code are that:

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, based on the National Curriculum or the Foundation Phase as appropriate.

The practices and procedures essential in pursuit of these principles are that:

- All children with SEN to be identified and assessed as early as possible and as quickly as is consistent with thoroughness;
- Provision for all children with SEN should be made by the most appropriate agency. In most cases this will be the child's mainstream school, working in partnership with the child's parents: no statutory assessment will be necessary.
- Where needed, LEAs must make assessments and statements in accordance with the prescribed time limits; must write clear and thorough statements, setting out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review; and ensure the annual review of the special educational provision arranged for the child and the updating and monitoring of educational targets;
- Special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding;
- There must be close co-operation between all the agencies concerned and a multi disciplinary approach to the resolution of issues.
- It is accepted that children for whom English is their second language, may have difficulty accessing the curriculum, but not necessarily have a learning difficulty.

Objectives

Our objectives at St David's are:

- To have high expectations of our pupils and to provide opportunities for each child to reach his/her potential;
- To encourage children, at all times, celebrating and praising their achievements;
- To stimulate interest and curiosity by providing relevant and interesting learning experiences, which are suitably differentiated;
- To provide broad and balanced experiences, thus giving varying opportunities for the children to understand their strengths;
- To ensure that the necessary resources are available to support and enhance the learning process;
- To include pupils fully in our school community;
- To encourage pupils to express their own ideas, thoughts and feelings;
- To make staff training a priority through LEA courses and INSET;
- To work closely with parents and governors;
- To ensure the transfer of relevant information whenever appropriate.

The Role of the Governing Body

Our Governing body accepts that it has the following duties relating to our provision for SEN:

- To do all in its power to ensure that our pupils are given the appropriate provision;
- To ensure that all the relevant procedures are in place;
- To ensure that all teachers in the school understand the importance of, and the procedures for identifying and providing arrangements for pupils with special educational needs;
- To consult with the LEA to ensure that the school's SEN practice and provision is in accordance with their policy;
- To report annually to parents on our school's policy for pupils with SEN and ensure that the school's practice is documented in the prospectus;
- To ensure full regard to the code of practice for Wales

Success Criteria

- Special Educational Needs are identified early;
- All children's needs will have been met;
- Interventions are reviewed regularly;
- Statements and IEPs are clear, detailed, made within prescribed time limits and specify monitoring arrangements. IEPs are reviewed termly. Statements are reviewed annually;
- The wishes of the child are taken into account;
- Professionals and parents work in partnership;
- The views of individual parents are taken into account in respect of their child's needs;
- A multi-disciplinary approach is adopted;
- LEAs make assessments within prescribed time limits;

Monitoring and Evaluation of SEN Policy

- The SENCO monitors SEN IEPs termly on a formal basis and more frequently on an informal basis as an aid to teaching;
- The implementation of the school's Special Needs Policy is monitored by the SENCO, Special Needs Governor and head teacher throughout the year. This may include:
 - Observation in classrooms
 - Working alongside teachers
 - Writing of Individual Education Plans (IEPs)
 - Monitoring planning
 - Reviewing children's records and assessment information
 - Discussion between the SENCO and staff
 - Regular updating of the list of children with SEN.
- The policy is reported to parents in the Governors Annual Report to Parents in the Autumn term.
- There is an SEN statement in the Annual Report.

The Head Teacher's Role

Management for the provision of children with SEN is the responsibility of the Headteacher, who liaises closely with the SENCO and any other staff members.

The Role of the SENCO

Our SENCO, Mrs. Julie Holmes is responsible for:

- The day-to-day operation of our school's SEN policy;
- Liaising with and advising teachers regarding the identification of SEN, writing IEPs, providing and organizing support, assessment materials, use of resourcing and its evaluation;
- Working closely with the SEN governor and the Headteacher;
- Co-ordinating the provision for children with SEN;
- Maintaining an up-to-date SEN register and ensuring accurate records are kept of all pupils with SEN;
- Overseeing the writing and implementation of IEPs;
- Liaising with parents of children with Special Educational Needs, in consultation with Class teachers, including setting targets.
- Attending courses and disseminating information;
- Liaising with external agencies including LEA personnel and the SEN Departments of receiving Comprehensive schools;
- Monitoring the role played by our TAs;
- The provision of school-based INSET;
- The organization of annual reviews of children with Statements of Special Educational Needs.

The Role of the Class Teacher

Class teachers are aware of the procedures for identifying and making provision for pupils with SEN. They are also aware of the assessment procedures which identify children through initial concern, across all age groups. All SEN children follow a differentiated curriculum and no children are excluded from having equal access to all activities. Pupils at School Action are monitored closely by the class teacher and parents are informed prior to the child being placed on the SEN register. The class teacher works closely with the child in the classroom context and monitors effectiveness of work.

The class teacher will have a major function in monitoring and evaluating progress, in creating and maintaining, supporting and administering a child's IEP. Working records will be kept of the child's progress in consultation with the SENCO, TAs and parents.

Differentiation is part of the role of the class teacher in consultation with the TA. Instructions and questions are differentiated. The less able child requires greater simplification and more reinforcement, with more closed questioning, whereas the more able or talented child requires limited instruction and more open ended questioning. Often the focus for talented children is to give them extension activities, and in order to further develop their thinking skills they are often given problem solving tasks.

The Role of Teaching Assistants –who support pupils with SEN

Teaching Assistants liaise closely with class teachers, SENCO and parents (when appropriate). Teaching Assistants also attend review meetings. They are provided with relevant training, by attending appropriate training courses provided by the LEA. TAs do not provide reports to parents on the progress of the child, but play a part in formulating them.

Whole School Approach

The child with learning difficulties in a mainstream school is the responsibility of all teachers within the school, and not the sole responsibility of the SENCO. The whole school approach necessarily involves every teacher in the school, because every teacher will come into contact with children experiencing learning difficulties in the normal course of his/her teaching.

It is important that all staff are sensitive to the needs of pupils with SEN; children's learning can be hampered by a number of variables including ill-formed attitudes on the part of the staff, a rigid curriculum and lack of appropriate and easily available resources. It is therefore important that all staff have an understanding of SEN.

Early Identification

The importance of early identification is essential to the effectiveness of the ensuing intervention. Assessment is not regarded as a single event, but as a continuing process.

The Identification of Pupils with SEN

Pupils with SEN need to be identified as early as possible. In St David's children are identified in a number of ways:

- Formal and informal consultation with class teachers;
- Reception Class initial assessment (Foundation Phase Profile)
- WELLCOMM (Speech and Language Screening in Nursery);
- Infant Language Link (Speech Link as appropriate);
- County SEN Reading Survey – Year 2 (and those identified earlier as appropriate);
- Comparison with the normal levels of achievement within the peer group indicating lack of progress;
- Use of standardised tests (NfER, Schonell, Salford etc);
- National Literacy and Numeracy Assessments;
- Tracking of a variety of assessment results.

The SEN Code of Practice for Wales 2002 provides a clear framework for assessing and meeting pupils' special educational needs. A list of pupils with special educational needs is kept by the SENCO. All children with SEN have an Individual Education Plan, which sets out a programme of intervention and is written collaboratively by the class teacher, SENCO and Teaching Assistant; and shared with the parent (and child when appropriate).

Partnership

We work closely with the various arms of the SEN department of the LEA and are able to seek advice and support quickly. There are INSET opportunities for teachers and termly meetings for the SENCO. TAs also access courses arranged by the LEA.

Our Educational Psychologist visits the school termly and is also available on an informal basis to give early advice.

We submit referral forms, accompanied by supporting evidence to the LEA for consideration. The referral mechanism for intervention for School Action Plus is in consultation with the Educational Psychologist.

Links with Other Organisations - Liaison with Outside Agencies

We endeavour to provide all appropriate support for our children, their parents and the staff. We involve a range of outside support services including Health and Education Welfare Services and voluntary organisations.

We work closely with the following as appropriate:

- Educational Psychology Service
- Access To Learning - Behaviour / Speech and Language Support Service
- Advisory teachers of the LEA – Education Effectiveness
- Health, including Community Paediatrics, Speech and Language Therapy, Occupational Therapy
- Trehafod Educational Support
- Social Services
- Educational Welfare Officer
- EMAU-Ethnic Minority Acquisition Unit
- SNAP Parent Partnership Service

Partnership with Parents

We believe that parents should be partners in the education of their children. Parental involvement at St David's is a long established and successful practice.

Parental involvement is a two way process, concerned with how teachers can help parents and how parents can help teachers further their child's education.

At St David's we aim to enable all children to achieve their full potential and a sense of personal worth. Self-image and self-esteem can be adversely affected by negative attitudes. Information, reporting and all interaction with the child and parents should, therefore, promote positive aspects and not dwell solely on the child's problems. When communicating with parents, teachers need to adopt a realistic but sensitive approach.

With regard to parents of children with SEN we shall:

- Inform parents as soon as staff become aware of a child's difficulties;
- Advise parents as to what steps are being taken internally to help the child, such as working with TAs;
- Keep parents informed of child's progress;
- Inform parents if steps need to be taken to involve outside agencies, such as speech therapists, or if referral for formal assessment is considered necessary;
- Put parents in touch with local or national support groups, where appropriate;
- Advise parents of any practical ways in which they can help their child at home.

Parents may be able to help the school in the following ways:

- By providing information about their child which might help staff formulate a complete picture of the child's difficulties;
- Shared/paired reading with the child at home, or other suggested activities;
- Parents may be invited into school to take part in shared reading or other activities with a group of children, which may not include their own child.

Health Care Plans

For pupils who have long term medical needs, an individual Health Care Plan is drawn up.

Health Care Plans are written by school in conjunction with relevant health professionals and parents.

- An individual Health Care Plan can help schools to identify the necessary safety measure to support pupils with medical needs and ensure that they and others are not put at risk.
- The Health Care Plan is a written agreement with parents which clarifies for all concerned the help that the school can provide and receive.
- Each plan will contain different levels of detail according to the needs of the individual pupils.

Pupils with medical needs with existing Statement of SEN

The Health Care Plan is reviewed at the time of the Annual Review of the Statement of SEN and at any other time when their needs are being reviewed.

Pupils with medical needs who do not have a Statement of SEN

A number of pupils with medical needs will not have Special Education Needs which are significant enough to warrant a Statement of SEN. In this instance, the Health Care Plan is reviewed annually.

Pupils who have medical needs who do not have SEN

There will be some pupils who have significant medical needs who do not have any special educational needs affecting their learning. However, they may need an Individual Health Care Plan. These Health Care Plans are also reviewed annually.

Transition

During the end of the Summer Term, all information regarding children with special educational needs is passed to the receiving teacher. Meetings take place between the SENCO and class teacher / T.A. s to ensure smooth transition.

We have developed strong links with our partner comprehensive schools – Bishop Vaughan, Olchfa, Bishop Gore and Bishopston– and work closely to ensure smooth transition of Year Six pupils with SEN. Liaison between our SENCO and the comprehensive schools’ Heads of SEN helps develop confidence, reassurance and knowledge of the new school for our pupils with SEN. Where there is a Statemented pupil, the Comprehensive school SENCO is invited to the Year Six Annual Review Meeting. Where a pupil is likely to need access to special unit attached to the secondary school (Specialist Teaching Facility), the SENCO is always willing to arrange accompanied visits if deemed appropriate by the parents.

Graduated Response

The Code of Practice recommends that a graduated response encompassing a variety of strategies be adopted. The graduated response recognizes that there is a continuum of Special Educational Needs.

School Intervention will be at two levels:

- **School Action** – when Education plans will be written and reviewed by the school, child and parents.
- **School Action Plus** – when external agencies will support the school, child and parents in setting Education Plans.

School Action

Triggers for *School Action* will be when a child:

- Makes little or no progress despite differentiated targets aimed at area of concern;
- Shows signs of delay and difficulty developing literacy and numeracy skills;
- Has persistent emotional or behavioural barriers to learning which do not respond to 'tried and trusted' strategies being used by the school;
- Has sensory or physical barriers to learning and continues to make little or no progress despite provision of special programmes and/or equipment.

The class teacher and SENCO will collate all information and assessments, consult parents regarding further interventions and prepare an IEP for School Action.

The IEP will record that which is additional to or different from programmes provided as part of the school's differentiated curriculum.

- Each child will have an Individual Education Plan with an individual progress report at the review;
- IEPs may have behaviour targets as well as learning objectives;
- Where appropriate to their age and understanding, children are encouraged to contribute to their IEP target setting;
- IEPs will be reviewed termly with the child, and always discussed at Parents' Evening each term.

The format of the current IEP forms at St David's has been developed by the SENCO according to the requirements as outlined in the Code of Practice for Wales. It has been developed over time to be user friendly and to include all relevant information.

School Action Plus

At an IEP review meeting it may be decided that there has been little or no progress, despite the different interventions. School will request help from specialist external services on behalf of the child and family.

Triggers for *School Action Plus* will be when a child:

- Continues to make little or no progress in specific areas over a period of three IEP cycles;
- Continues working at National Curriculum levels considerably below that expected of children of the same age;
- Continues to have barriers to developing literacy and numeracy skills;
- Has significant emotional or behavioural barriers to learning which severely inhibit progress;
- Has sensory or physical needs and requires specialist equipment and/or regular advice from a specialist service;
- Has ongoing language and communication difficulties or substantial social barriers to learning.

In consultation with specialist agencies, parents and child the IEP will set out new strategies that can be implemented in the classroom setting.

Referrals may be made to:

Access to Learning (Education Psychology and Formal Assessment Service), Behaviour Support Team, Speech and Language (health department) or Occupational Therapy.

Where appropriate, assessment may take place. This may be followed by either intervention from specialist teachers or advice on strategies and teaching approaches, as well as setting appropriate targets for IEPs or IBPs

School Request for Statutory Assessment.

If school and /or parents should need to make a request for a Statutory Assessment to the Local Education Authority, the child will have demonstrated significant cause for concern.

The LEA will consider the need for a statutory assessment and, if appropriate, make a multi-disciplinary assessment.

School provides all appropriate evidence when requesting a formal assessment:

- Action through school action and school action plus
- Individual Education Plans
- Records of interviews and outcomes
- The pupil's health, if relevant
- National Curriculum levels of attainment (literacy and numeracy)

- Educational assessments and assessment from advisory teachers or an educational psychologist
- Views of parents and the child (when appropriate)
- Involvement of any other professionals

Provision for Special Educational Needs Pupils with Statements of SEN

The LEA will assess the need for a statement of special educational provision. All the experts involved in supporting the child's welfare and education will be consulted by the LEA. Following the consultation and assessment, a statement may be written. The Statement will be reviewed annually (or every six months for a child under five years old). External agencies, parents, teachers and other professionals involved with the child's education and welfare, are invited to the annual review. The child's own views are also taken into account (when appropriate). The SENCO is responsible for reporting on the Annual Review.

The School's Arrangements for SEN Training

Arrangements for SEN training depend on the needs of individual members of staff and the needs of the school. Training is therefore directly linked to the range SEN within the school and the range of expertise of the staff.

Training includes accredited courses, Local Education Authority Courses and school based INSET or ADDs. All SEN training is organized by the SENCO in consultation with the Head teacher.

The SENCO also attends the LEA 'Termly SENCO Network Meeting' and disseminates information, together with details regarding SEN Courses accordingly.

Range of Provision: SEN Arrangements for Support

A range of support is provided to enable SEN pupils to learn new skills or to consolidate and reinforce their learning. Programmes are used according to the needs of the child.

Support for some children is provided by T.As, as directed by the Education Department. These T.As provide in - class support for the pupil. They regularly report back to the teacher, are invited to contribute to the monitoring of pupil progress, attend IEP review meetings and Annual Reviews

In class reading support is provided when required by SENCO/support teacher or T.A.s.

The school has undertaken ELKLAN training. ELKLAN resources are frequently used to support pupils. In Nursery, a Speech and Language Toolkit 'WELLCOMM' is used for screening and intervention. Following further screening in the Reception class, Language Link Programmes are organized and

delivered during regular group sessions. Speech Link Programmes are also implemented for those pupils who have been identified as having speech difficulties.

In Key Stage 2, some pupils use resources such as 'Alpha to Omega' to support the development of basic literacy skills. In addition, 'Spelling City' I.T. interactive resource is used in classes and managed by the SENCO. This allows identified pupils to practice their spelling through interactive activities and games on an individual basis. Regular assessment allows progress to be tracked. Lists are regularly updated and records are kept to demonstrate pupil progress.

'Rapid Reading' - a reading intervention programme, is implemented in Key Stage 2. Pupils identified with a reading age below their chronological age are timetabled for individual reading sessions with a trained T.A. The SENCO is responsible for the management of Rapid Reading. Rapid Reading e books are also used with pupils when appropriate.

For pupils who experience difficulties during the busy lunchtime play in the main yard, a 'Lunchtime Nurture Group' has been established. This group is run by an experienced T.A. in liaison with the SENCO. A small number of pupils are invited to join the group. Their playtime is continued in the smaller, covered yard area (between the Year 2 Classroom and the main building), where they are encouraged to take part in a wide range of appropriate games and activities suited to their needs.

Appendix 1

S.E.N. Resources

Aston Index

NFER Progress in Mathematics

NFER Progress in English

DEST Dyslexia Screening Kit/DST-Junior

Dyslexia Portfolio-GL Assessment

ELKLAN Language Builders

'Quest' Remediation workbooks

'Fuzzbuzz' Reading Books / Workbooks

'Masterpieces'

'A Hand For Spelling' by Charles Cripps

'Alpha to Omega' Handbook / photocopyable workbooks

The LDA Word Building Box
Oxford Reading Tree Books
Phonic Cubes
'Rapid Reading' by Pearson/Heinemann
Sentence Making Word Tiles / Dominoes
High / Medium Frequency Mats
Sight word cards
Alphabet Lines / Mats
Flash Cards
Magnetic Letters-large and small
Mini Whiteboards and markers
Selection of Sound Books
Selection of Writing Mats
Selection of Photocopiable Material
Portable sloping desks
Sand timers

