



OUR LADY OF LINCOLN SCHOOL.

Special Educational Needs Policy

Date of review January 2020

Next review January 2021

Our Lady of Lincoln Catholic Primary School is a living and caring community, an extension of our homes and an integral part of our wider Community.

Everyone is given the opportunity for a complete educational journey, embracing their spiritual, emotional, social, intellectual and physical needs.

Following Christ's teaching to love God and love our neighbour, our school aims to provide a living and learning experience, responsive to the individual's needs, preparing our children for further growth and development and helping them to realise their full potential.

We seek to inspire the children entrusted to us to value themselves and each other.

We do this through:

- The care and example set by all of our staff
- The delivery of a broad, rich and inspiring curriculum
- Recognising and affirming the achievements of each individual child
- Working in partnership with the home, the Parish and the wider Community
- Our policies of inclusion

Our ultimate aim is to enable our children to be good citizens here and in the kingdom of God, to sow seeds based on Christ's commandments 'to love God and love one another', providing an education that will help equip them for life, giving values which will shape their growth and development as human beings long after they leave Our Lady's School.

'I have come so that you may have life and have it to the full'...
(John 10:10)

**Our Lady of Lincoln Primary School
Special Educational Needs Policy**

... 'If your child has special needs, you are a very special parent too, for God only chose loving parents who he knew could provide the love and care needed to guide your child'... (by Yesenia; parent of a child with Special Educational Need)

Our Lady of Lincoln Catholic Primary School complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (2014). The document sets out the expectations and legal framework within which the school will operate. At Our Lady of Lincoln, this involves a partnership between parents, school and child and a range of extended providers. Communication is valued as an essential part of such a partnership.

Should a parent have the initial cause for concern about their child's progress in learning, they should in the first instance contact their child's class teacher. If a member of staff has the initial concern about a child's access to learning or progress, the class teacher will seek advice from the Special Educational Needs Co-ordinator (SENCo) and the parents or carers will be involved in all subsequent discussions.

Definition of Special Educational Needs

The Code of Practice 2014 states that... *'A child has Special Educational Needs if he or she has a learning difficulty, which calls for Special Educational provision to be made for him or her'.*

Responsible Persons

Our Lady of Lincoln Special Educational Needs Co-ordinator (SENCo) is Miss Fiona McGinty. The Special Educational Needs Governor is Mrs Pamela Barnes.

The key responsibilities of the SENCo as documented by the SEN Code of Practice (2014) include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- the SENCo is also the 'Looked After Children' designated teacher and co-ordinates provision where a child also has a special educational need
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact for external agencies
- liaising with next providers of education to ensure smooth transition for pupils with SEN
- working with the headteacher and school governors to ensure that the school meets its responsibilities with relation to the SEN Code of Practice (2014)

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- working with the Head teacher and school governors to ensure that the school meets its responsibilities with relation to the Equality Act (2010) with regard reasonable adjustments and access arrangements
- providing continuing professional development (CPD) to school staff on SEN issues through in-service training
- ensuring that the school keeps records for pupils with SEN up to date
- supporting the class teacher in writing the child's provision plan

The key responsibilities of the class teacher include:

- Keeping parents regularly informed of any developments relating to their child and their special educational needs provision, particularly when a parent has been unable to attend the review meeting
- Implementation and review of provision plans
- Keeping SEN classroom folder up to date
- Ensuring all methods of assessment eg PIVATs 5, are completed to inform next steps, and creating an evidence portfolio of targets achieved
- Providing a differentiated classroom
- Enablement/management of teaching assistants within their classroom and ensuring all SEN pupils needs are made known to them
- Completion of a 'review form' prior to each Statement/EHCP review
- Updating of Intervention provision maps on a regular basis
- Informing the SENCo of any potential issues or concerns regarding the SEND needs of children in their class

Identification

Every child is unique and there is a wide spectrum of SEN that are frequently inter-related. Early identification of children with Special Educational Needs is priority and a variety of methods of assessment will be considered. Children commonly have needs and requirements which fall into at least one of four areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs.

Together with ongoing observations of the child, we will monitor the attainment and progress of all pupils throughout the year. A child may be placed on the SEN register for the above categories at any time during the year if it is assessed that they are requiring provision which is **additional to and different from** that normally available to pupils of the same age. Generally, any pupil whose attainment reaches national curriculum objectives that are a year and a half to two years below their actual year group, or lower, will be placed on the SEN register. (Pupils attaining higher than this may also be identified, and this will be based on the class teacher's professional judgement and any assessments carried out by the SENCo and other professional agencies).

Pupils may be removed from the SEN register at other times of the year when it is clear that the child is working at age related expectations and are not requiring provision that is different from or additional to that normally available to pupils of the same age.

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When placed on the SEN register for Cognition and Learning pupils may be removed from the SEN register in July of each year where:

- attainment reaches at least emerging/expected levels of the Year group below their own
- there are no other associated barriers to learning
- they have made progress for at least the previous 2 terms and a whole picture of meeting emerging/expected levels is created for the child.

SEN provision in school

Stage	Action
SEN support	<p>The class teacher, parent and SENCo have met and it is considered necessary to provide provision that is 'different from or additional to that normally available to pupils of the same age'.</p> <p>A provision plan and/or an Individual Health Care Plan (IHCP) will be created to set targets and detail provision. (Please note an IHCP detailing medical needs may be created without the child needing to be on the SEND register).</p> <p>The teacher and SENCo may involve outside agencies to support provision in school.</p> <p>Details of outside agencies currently working with Our Lady of Lincoln school and more information about SEN provision in school can be found on the school's website in the SEND local offer area www.ourladylincoln.lincs.sch.uk .</p>
Education, Health and Care Plan	<p>An Education, Health and Care Plan is issued by the Local Authority and recommendations for support are detailed and implemented within it.</p>

SEN Funding

SEN funding is calculated by the Local Education Authority through a funding formula. This funding supports provision for TA small group and 1:1 work and supports provision for specific targeted intervention.

Provision and School Offer

Children identified as having a Special Educational Need will have targets set for reading, writing and maths as part of the whole school target setting process. The class teacher will be responsible for regularly reviewing these targets with the child.

The class teacher will access advice and support for writing the child's targets using the whole school assessment system, PIVATs 5 or advice from the SENCo/SLT.

In addition to **Quality First Teaching**, the child may receive teacher directed targeted intervention, that will enable the child to meet age related expectations and/or may

receive intervention that will address their particular needs either in group or individual settings. The school Intervention Provision Map will detail the type of provision that they will receive.

The child may be given a 'Learning Placemat' which details their targets in English and Maths and displays information that will help them in their learning, a copy of the learning placemat will be made available for parents to use with their child at home.

Pupil progress meetings involving the class teacher and a member of the Senior Leadership Team are held for all pupils on a termly basis. The progress and attainment of all SEN pupils is discussed and the necessary adjustments to provision are made.

In addition to this, pupils identified as having a Special Educational Need, will have a formal SEN review 3 times a year. This SEN review may or may not also be attended by the SENCo. Progress against targets and 'Learning Placemat's' are shared with parents and the gold form is signed. The review will focus on a process of 'Plan', 'do' and 'review' following a 'graduated approach' to provision.

Request for Assessment of Education, Health and Care (EHC) Needs

Relevant legislation: Section 36 of the Children and Families Act 2014

Following the process of Plan, do and review, if it is judged that a child is not making progress at the SEN Support stage or has significant barriers to learning, it may be necessary for school to request an assessment of need with submission of an Education, Health and Care needs assessment request to the Local Authority. This is where despite the implementation of recommendations from other agencies and a provision plan detailing targeted intervention, classroom assessments still show that there has been a slow rate of progress over time in the child's learning. A decision is made that the child's needs are unable to be met through the schools delegated funding. The paperwork that is submitted will be considered by a panel of professionals from Education, Health and Social Care at an Allocation Meeting convened by the Local Authority (LA). Section 9.8 of the Special Educational Needs Code of Practice (2014) states that an EHC needs assessment can be requested by the parent of the child or any professional who works with the child.

Should the Local Authority decide that an EHC needs assessment is not thought appropriate for the child at that time then a meeting will be held in school with the child's parents to discuss future provision.

Where a child transfers to our school having previously been identified as having a Special Educational Need from a previous school, we will ensure that the previous IEP/provision plan targets are continued and then reviewed the following term having allowed a settling in period. Progress will then be monitored in accordance with this policy.

Implementation of the policy

This policy is most effective with the support of all staff and the Governing Body. The Head Teacher and SENCo will monitor its implementation.

When evaluating the effectiveness of the policy we will consider:

- Parental feedback
- Pupil evaluation

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- Progress of the learners
- Staff feedback on effectiveness of provision and working practices
- Governor feedback on monitoring
- Outside agencies feedback
- Effectiveness of the provision mapping to meet pupils' needs
- OFSTED report
- SDP- School Development Plan

Our SEN policy will be effective when...

- Children with SEN are identified early at Our Lady of Lincoln
- A strong partnership has been established in working together with parents
- Children with SEN are given support through a Quality First Teaching differentiated curriculum, Provision plans and targeted intervention where appropriate
- An accurate register is kept of all pupils receiving support
- Staff are confident using the graduated response to support pupils identified as having SEN
- Assessment and record keeping is accurate and complete to ensure effective provision is in place for pupils
- Staff are confident in planning and implementation of provision plan targets in class and have the appropriate resources
- The SENCo has appropriate time allocated to complete the role
- Pupils identified as having SEN make progress within appropriate ranges
- Pupils identified as having SEN are happy and feel fully included at our school

Complaints

If a parent has a concern or complaint regarding any aspect of Special Educational Needs provision at school, they are encouraged to meet in the first instance with the SENCo. If this matter is not resolved satisfactorily the Head Teacher should be notified and parents/carers will be directed to the Trust Complaints Policy and procedures which are available on the school website.

This SEN policy will be monitored regularly by the school SENCo and the Governing Body.

... 'Our minds are as different as our faces, we are all travelling to one destination – happiness; but few are going by the same road' ... (George Caleb Cotton).

... 'We are more alike than different, but we are all individuals with unique abilities and needs' ... (Eliana Tardio).