

**St Cuthbert's Catholic Primary School**  
**SPECIAL EDUCATIONAL NEEDS (SEN) AND INCLUSION POLICY.**



**Mission Statement**

'We are supported and encouraged to learn new things and always try our best'

**Introduction**

St Cuthbert's Catholic Primary School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may have SEN throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

**Principles.**

- Policy and provision are evaluated and reviewed regularly.
- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the SDP
- The governing body discharges their statutory responsibility with regard to SEN.

**Aims**

- to identify children with SEN as early as possible
  - to create an environment that meets the needs of each child
  - to ensure that all children have access to a broad and balanced curriculum
  - to encourage children to develop confidence and self esteem
  - to encourage children to be fully involved in their own learning
  - to make clear the expectations of all partners in the process and provision of special needs
- To ensure that parents are kept fully informed and are engaged in effective communication about their child's SEN.

**Educational Inclusion**

At this school we respect the fact that children require a range of different teaching strategies and experiences. Teachers respond to students by:

- providing support in curriculum areas
- planning to develop student's understanding through the use of all senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include appropriate short-term support such as Early Literacy support or booster programmes.

**Access to the Curriculum**

All children have an entitlement to 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. Lessons have clear objectives; we differentiate work and use assessment to inform the next stage of learning.

Individual education plans (IEP's) contain a small number of specific targets, ideally three or four designed to enable the student to progress.

Whenever possible we do not withdraw children from classrooms; this reflects the schools acknowledgement that all children have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom. The SENCO will submit a verbal or written report as a standing item on the agenda of the Curriculum Committee.

### **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class so that the correct level of work can be matched to the needs of the child. Information will be gathered in a variety of ways

- Talking to children
- Observing their work
- Marking their work
- Half termly tests
- End of year statutory and non-statutory tests
- Evidence of work to monitor pupil progress will be retained through sampling of work through APP process.

### **Identification, assessment and review for all students with SEN.**

The SENCO will work with all staff to ensure that all children who may need additional or different support are identified as early as possible

- Progress made by all children at this school is regularly monitored and reviewed
- Children who are not making adequate progress are identified as having special educational needs
- Class teachers consult with the SENCO when the evidence gathered through the usual assessment and monitoring arrangements gives concern about the child's progress
- Additional support is provided through Early Years/School Action. This will be monitored and reviewed regularly through an Individual Education Plan (IEP).
- The SENCO will consult with the parents, child, carers, teachers and support staff about the IEP to make sure that all interested parties are aware of the learning targets and their contribution to its implementation.
- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made, at least every term. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target setting process.
- Early Years/School Action Plus- If we have evidence that a child is not making sufficient progress despite support at EY/School Action, the SENCO may seek further advice from external agencies, consisting of specialist teachers, educational psychologists, educational welfare

officers and educational administrators. The SENCO will keep parents and children fully involved and informed about any proposed interventions.

- The range of support for children at EYFS/SA+ will be similar to EYFS/SA but may be necessarily more intensive.
- Students with a Statement of special educational needs will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the statement.
- This school will liaise with the receiving school when a student with special needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

### **Monitoring**

- The subject co-ordinator and the headteacher will monitor coverage of all core subjects.
- To ensure continuity and progression from year group to year group
- To advise on in-service training and to support colleagues in setting suitable targets and management of children with Special Educational Needs
- To ensure provision of resources required for teaching children with special needs (within the confines of the school budget).

### **I.C.T**

- I.C.T. within the classroom will be seen as an aid to develop knowledge and understanding across the curriculum. Pupils will have the opportunity to use appropriate software to support their learning including
- mathematical programmes and problem solving activities
- programmable devices to explore direction and movement
- literacy programmes which help to develop spelling and reading skills
- calculators
- listening centres
- tape recorders
- videos

### **Resources**

A range of equipment, teacher resource books, games I.C.T. software are available to support children with Special Educational Needs. Regular audits are taken to ensure the quality and suitability of equipment purchased for the task.

### **Allocation of resources**

The Co-Headteachers inform the governing body of how the funding allocated to support special educational needs has been employed.

The Co-Headteachers and SENCO meet at least annually to agree how to use funds, including those directly related to statements

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school through the Provisional Mapping Document.

## **Homework**

Homework will be set by the class teacher as a means of reinforcing work done in class and as a method of communicating with and involving parents in their child's development.

## **Roles and Responsibilities**

In this school provision for children with special educational needs is the responsibility of all members of staff.

Mrs C Tetchner the Special Educational Needs Co-ordinator (SENCO) is responsible for the day to day operation of the SEN policy. Her main duties are:

- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including LEA's support and educational psychology services, health and social services, and voluntary bodies. The governing body has agreed with the LEA admissions criteria, which does not discriminate against pupils with special educational needs. The admissions policy has due regard for the guidance in the code of practice.

## **Special Provision**

The school has been upgraded and has an entrance fitted with a handrail and ramp. A toilet fitted with a shower and wide access suitable for a wheelchair has been included.

## **Staffing and Partnership**

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENCO as part of their induction will give particular support to NQTs and new members of staff.

The SENCO, in consultation with the Headteacher will provide training through INSET programmes to ensure all staff are fully informed of relevant SEN issues and procedures within school.

*Reviewed February 2023*