

Holy Family R.C. Primary School



We live, learn and love in His way

Special Educational Needs and Disability Policy - June 2016

The staff and governors of Holy Family RC Primary School will endeavour to ensure that all pupils with Special Educational Needs or Disabilities achieve their God given potential, are fully included within the school community, are provided with every opportunity to achieve excellence and make a successful transition to Secondary School as confident and successful young people.

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Objectives:

Our objectives reflect the principles of the 0-25 Code of Practice (2014).

- To ensure that all of our pupils are able to access the same opportunities for learning and personal development thereby achieving maximum progress, fulfilling their potential and promoting their well-being.
- Ensure the Equality Act 2010 duties for students with disabilities are met.
- To enable students with special educational needs have their needs met.
- To take into account the views of students with special educational need.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced and relevant curriculum.
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To implement a graduated approach to meeting the needs of students using the 'Assess, Plan, Do, Review' process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with SEND learners, their families, staff within the school, other external agencies including those from Health and Social Care.
- Set appropriate individual targets based on prior achievement, high aspirations and the views of the pupil and family through a 'person-centred approach.'
- Share expertise and good practice across the school.
- Make efficient and effective use of all available resources to support SEND students.
- Have regards to the Code of Practice 2014 for the identification, assessment, support and review of special educational needs.
- Have regard to the guidance provided by Oldham Local Authority with regard to SEND provision.

Definition of Special Educational Needs and Disability

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard pupils as having a Special Educational Need if they:

Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;

Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How we identify individual special educational learning needs

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When pupils have identified Special Educational Needs or Disabilities before they start at Holy Family, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it.

If a parent / guardian think that their child has a Special Educational Need we will discuss this with them and investigate the child's needs further. We will share what we discover with parents and agree with them what we will do next and what they can do to help their child

If our staff thinks that a child has a Special Educational Need, this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. Should we require further help we will contact the relevant member of the Special Educational Needs and Disability Team.

How we involve pupils and their parents/carers in identifying SEN and planning to meet them

We are a child and family centred school, so parents/guardians will be involved in all decision making about their child's support

When we assess Special Educational Needs we discuss it with parents to determine whether their child's understanding and behaviour are the same at school and home; we take this into account and work with them so that we are all helping the child in the same way to make progress.

We write targets for all children and review these with pupils and parents/carers every term, during Parent Conference Day. Copies of these targets are sent home to enable parents to work with their children on these at home as well as in school.

If a child has a higher level of need, their targets will be discussed with parents and presented on an Integrated Assessment Plan. This Plan will be reviewed every term in a meeting with parents/carers and any outside agencies which have been involved.

We use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

How we adapt the curriculum so that we meet SEN

At Holy Family, every step has been taken to prevent pupils with Special Educational Needs from being treated less favourably than other pupils.

All our staff is trained to make materials and lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.

We use additional schemes/materials so that we have something at the right level for pupils with SEN. These schemes provide a variety of activities which include ICT.

We use differentiated books from Oxford Reading Tree for reading – including two new additions to the scheme – Project X and Project X: Code, which are targeted specifically at SEN.

We use Read, Write Inc and Beat Dyslexia to target specific writing difficulties; The Jungle Journey and Write from the Start are used to provide support for fine motor skills and

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handwriting. We also use a number of schemes and materials to support Phonics; these include Direct Phonics, Jolly Phonics, Finger Phonics and Phonics to Spelling. Our Phonics groups are also streamed to target specific Phonic needs.

For maths, Numicon, 5 minute Box and various apps on the iPads are used.

We use Blast and Time to Talk for language and communication and Social Stories and Socially Speaking for personal, social and health education. We provide Nurture Group provision three afternoons a week to build specific, targeted support to children who struggle with self-esteem, self-confidence, behaviour and social interactions.

For children with Emotional, Social and Behavioural Difficulties, children have access to our Learning Mentor as and when they need emotional support. Half of the staff is trained in the TEAM TEACH approach in order to safely handle episodes of crisis.

How we modify teaching approaches

All our staff are trained so that we are able to adapt to a range of SEN:- Specific Learning Difficulties, including Dyslexia (SpLD); Autistic spectrum disorder (ASD); Speech, Language and Communication Needs (SLCN); and Behavioural, Emotional and Social Difficulties (BESD).

We are working towards becoming a dyslexia friendly school

All of our teaching staff is accountable for every member of their class. Quality First Teaching is the pinnacle of each class and all teachers ensure that work is differentiated and appropriate for all levels of ability.

Adaptations are made for children with social difficulties, hearing difficulties and physical difficulties (e.g. wheelchair access / disabled toilets etc)

Each member of staff ensures that they provide for all types of learners – kinaesthetic, visual and auditory learners

All of our staff is trained to level 1 in Autistic Spectrum Disorder, and one of our members of staff is trained to level 2.

Our school regularly identifies training needs within the staff, and ensures that these needs are provided for by offering training opportunities.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. How we involve pupils and their parents/carers)

We use P levels within PIVATS to assess progress in smaller steps and at a slower pace than the usual National Curriculum.

For work which is of a higher level, we use Target Tracker to assess, record and monitor children's progress. This scheme assesses what a child can do – and praises this first and

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foremost – it then highlights particular areas which are proving difficult for a child. These difficulties are then recorded as targets and shared with the parents/carers and the child.

We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)

We consistently check that progress is good.

We check how well a pupil understands and makes progress in each lesson, by asking them to evaluate their own work before handing it in and through ongoing assessments and evaluations.

Our Senior Leadership Team monitors the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress, including those with SEND.

Children who are not making enough progress will be provided with a number of intervention classes to target their areas of difficulty and boost their progress.

Pupils who have Educational Health Care Plans will have two reviews each year as well as the Annual Review, which is reported to the Local Authority. Pupils who access 1:1 support will be discussed with parents every term at the SEND Review; and children who access Group support will be discussed with parents during Parental Conference meetings each term.

What equipment or resources we use to give extra support

We use workstations; visual timetables; ‘First, Then, Next...’ cards, Time Out areas, coloured overlays, pencil grips, ‘feely bags’, fiddle toys, writing slopes, posture cushions, ICT programs and countdown timers for pupils who need it.

We use laptops and iPad Apps for pupils with communication difficulties, as well as other ICT equipment and programs to support specific needs.

We deliver Speech & Language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.

We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.

Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (Speech, Language and Communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism, PIP)

We get support from Local Authority Services

We get support from Speech and Language Therapy (S<) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy

We get support from Occupational Therapy (OT) for pupils who need assessment

We work closely with the Educational Psychologist and QEST, who support and advise us for a variety of issues.

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We work closely with Child Development Service and Community Outreach Workers. We refer pupils to Healthy Young Minds (Previously CAMHS) and act on advice and support given.

We work closely with the Early Help Team and Jigsaw.

Together with the pupil and the parent we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability

How do we provide for children in times of crisis

We have worked closely with Springbrook School and as a result of this seven members of staff are now TEAM TEACH trained, with the view to training others next year. If a child goes into crisis in school, they are calmly and safely removed from the situation, using TEAM TEACH techniques, in order to keep themselves and others safe. There are a number of safe areas within school where children can sit with adults until their period of crisis has passed. During this time, children are encouraged to use a range of strategies including breathing, counting, sitting quietly and eventually talking through problems/anxieties in an attempt to resolve them. Children will not be allowed back into class with the rest of the children until they are completely calm and ready to continue working.

Extra-curricular activities available for pupils with SEN

We have a number of before and after school activities, which are open to all children: Social Club, Book Club, Soccer Stars, Multi-Sports, Homework Club and Gardening Club. All children have access to these clubs, regardless of their ability, and every adaptation needed is made to ensure that every child gains fair access to the clubs.

We have a breakfast club every morning and any child can access this.

We have regular educational visits as well as people coming into school to support different topic areas. We choose visits which are accessible to all.

We have one residential trip each year to Robin Wood, which is open to Years 5 and 6. All children, as well as those with SEND are always included in this trip. We provide any support needed for their full inclusion.

How we support pupils in their transition into our school and when they leave us

For children who are first joining our Reception class, key workers and the SENCO will attend a transition meeting at their Nursery to discuss SEND arrangements / needs. Information will be gathered and any necessary support will be put into place on their entry to the school.

For children who join the school mid-way through the year, the SENCO will liaise with the class teacher at their previous school to discuss SEND arrangements.

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When children move from one year group to the next, all SEND information is passed up to their new teacher, to ensure that good practice is continued. New teachers may also attend Review meetings.

Transition arrangements for children leaving year 6 are very important to us. A number of meetings will be held throughout the year to discuss arrangements for moving to another school. These meetings will involve any outside agencies who have had involvement with your child; and teachers/SENCOs from their future secondary school will also be invited, in order for them to gain a clear understanding of your child's needs. Examples of good practice / advice will be shared with the secondary school to ensure a smooth transition from one school to the next.

How additional funding works

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.

Where pupils can get extra support

Parents' views are important to us and we want to listen to them and know that they are satisfied with what happens in school to support their child.

In school, Parents are welcome to contact any member of staff regarding any queries or issues they may have. If enquiries are specific to SEND, they can ask Mrs Booth (Headteacher), Mrs Johnson (Deputy Head) or Mrs Hall (SENCO) who will follow up concerns and make sure that views are taken into account

Where parents/carers can get extra support

Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.