

Led by Christ, we learn and grow together in God's family.



Our Lady of Victories

Special Educational Needs Policy

Approved by the FGB: 25th November 2014

Date last reviewed: January 2019

To be reviewed next: January 2020

Introduction

In line with our schools over-arching Catholic principles of social inclusion, this policy recognises the entitlement of all pupils to a balanced, broadly based curriculum matched to individual needs, allowing and encouraging all children to achieve their best.

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

SEN at Our Lady of Victories

The person responsible for SEN is Miss Morrison and the SEN Governor is Mrs Maria Cruz.

Admission and Inclusion

All the teachers in this school are teachers of children with Special Educational Needs and it is the Class Teacher who is responsible for the quality of the day to day provision for all the children in their class. School staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All children with SEN are afforded the same rights as other children in terms of their admission to school. SEN children are totally integrated and regarded as full members of the community; they have the opportunity to join in all activities, events and trips.

Specialist provision

Our Lady of Victories is a three storey Victorian building on a very small site. The EYFS on the ground floor is accessible with ramps to enter. However, all other floors are accessible only by stairs. The school has two part time teachers who support children with SEN, equivalent to 0.8 of a full time teacher. The SENCo also supports children through planned interventions.

Medical Needs

Children with identified medical needs have an Individual Healthcare plan, devised with input from parents, class teachers and relevant professionals. Information about these children is shared with the relevant staff and files are kept in the medical room, near the school office. Every effort is made to ensure that children's learning is not adversely affected by their medical condition.

Providing the graduated response

The trigger for intervention is evidence that a child's rate of progress is inadequate and that the child's needs are not being met by normal classroom differentiation. The school follows an "Assess, Plan, Do review" approach. Assessment will allow the child to show what they know, understand and can do, as well as identify any learning difficulties/gaps. Following assessment provision is allocated to help move the child on.

Appropriate interventions are used such as:-

- Classroom organisation/management
- In-class support by teacher
- Further/additional differentiation by the class teacher
- Focussed group interventions
- Speech and language interventions
- Literacy/numeracy catch up programmes
- ICT intervention programmes
- Small group work with TA or SEN/EAL teachers
- Home/school reading programmes
- Use of specialist equipment
- Professional outreach support.

Assessment and review is done with help of:-

- SATs at KS1
- Termly class based tests in Years1 –6 in English/Maths
- Standardized reading and spelling tests
- National curriculum attainment
- Screening using the Tri-Borough criteria for SEN

An SEN register is kept which identifies those children who require additional intervention beyond the interventions listed above. Those children who are on the SEN register have an IEP (Individual Education Plan) which sets out their long and short term targets. These are reviewed half termly and shared with parents. The SENCo informs parents of progress against these targets once a term. Children are also made aware of their targets and asked to give their view of their progress against them.

Annual reviews of children with an Education Health and Care plan take place in a timely manner. Parents are invited to attend a meeting with professional involved with the child and where appropriate the child's voice will be included.

Parent Participation

The school actively seeks the involvement of all parents. Research shows us that appropriate parental involvement has a crucial bearing on children of all abilities achieving success. Parents will always be kept informed about the special education needs experienced by their children from the very earliest detection/concerns.

Parental views/contribution is vital too in the dialogue between school and home. Parental consent will be asked for before any external agency becomes involved. Children are always made fully aware of their targets and why they are receiving intervention/support. Their views on its efficacy, where possible are vital in this process too. All children are encouraged to be independent learners.

Multi –agency working

The school works with many outside agencies including:-

- Educational Psychologist (x3 visits/term)
- Speech and Language therapists
- Early Help service (as needed) including clinical psychologist
- Specialist outreach services
- Physiotherapy/Occupational therapy services
- Child & Adolescent Mental Health services
- Health Service (School Nurse, dietician etc.)
- ACE for attendance
- Children’s Services for Child Protection issues

Arrangements for the Treatment of Complaints

Parents have rights of redress if they disagree with a decision or feel that there is discriminatory practice. Complaints about SEN provision should be addressed to the SEN Governor and/or the SENCO initially, or, failing that, complaints can be made to the LA Ombudsman and an appeal made to the SEN Tribunal for discrimination.

Evaluating Success

This policy is kept under review. The Governors will gauge the success of the policy by the achievements and attainment of children on the SEN register. In addition, evidence will be gathered regarding:-

- Staff awareness of individual need
- Success of Early Help intervention
- Academic progress of pupils with SEN
- Improved behaviour/attitude of the children where appropriate
- Pupil attendance
- Consultation with parents
- Children’s awareness of their target/achievement and progress.