

St. John Bosco Catholic Primary School Policy for Special Educational Needs and Disabilities (SEND) Policy

St. John Bosco Catholic Primary School is an inclusive school. It is the philosophy of the school that the special needs provision should include all pupils who have barriers to learning, whatever they are. All pupils who have Special Educational Needs will benefit from a variety of different levels and different styles of support.

In addition, the school believes that all pupils should benefit from the principles stated in the school aims.

In particular at St. John Bosco we believe that all pupils:

- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs appropriately assessed.
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special provision to be made for them.

At St. John Bosco Primary a child is considered to have a special educational needs if he or she:

- (a) Has significantly greater difficulty in learning than the majority of pupils of the same age.
- (b) Has significantly greater difficulty in behaving than the majority of pupils of the same age.
- (c) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught.

Special Needs Aims

In compliance with various acts relating to inclusion and Special Educational Needs and regard to the Code of Practice, the Governing body in conjunction with the Head Teacher will ensure that all pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.

- Be assessed using suitable materials.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed half termly at pupil progress meetings.

Roles and Responsibilities

The Governing Body

The Governing Body in cooperation with the Head Teacher:

- Will do their best to ensure that the necessary provision is made for all pupils
- Will ensure that where the 'responsible persons,' (the school SENCo) have been informed by the LA that a child has special educational needs, that these needs are shared with all those who teach him or her.
- Will ensure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with Special Educational Needs.
- Will have regard to the Code of Practice when carrying out their duties towards all pupils with Special Educational Needs.

The Governing Body will appoint a Governor to take particular interest in the school's work on inclusion.

The Head Teacher

The Head Teacher will have responsibility for the leading of all aspects of the school's work.

The SENCo and the Staff

The SENCo working closely with the rest of the staff will share responsibility for:

- The day to day operation of the St John Bosco Primary School Special Needs Policy.
- Liaising with parents.

The SENCo will have responsibility for:

- Sharing information related to SEND with the Head Teacher, the Senior Leadership Team and all other members of staff.
- Coordinating and action planning provision for pupils with Special Educational Needs, through Provision Mapping.
- Monitoring and evaluating provision for pupils with Special Educational Needs.
- Liaising with and advising teaching and LSP staff.

- Maintaining and overseeing records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- The SENCo will keep the Governing Body informed.

Teaching and Learning Support Staff

All teachers and learning support staff will be fully aware of schools procedures for identifying, assessing and making provision for Special Educational Needs at St John Bosco Primary school.

Arrangements

Admission arrangements

Admission to St. John Bosco Primary will be in accordance with the school's agreed Admissions policy. No child will be refused or given lower priority than other applicants in the event of over subscription, on the grounds of his or her ability.

Provision

All pupils will have access to a broad and balanced curriculum, including National Curriculum, Numeracy and Literacy strategies differentiated according to individual needs. St John Bosco Primary believes the Special Needs Provision needs to meet the needs of the individual child, work will take place both within the classroom or withdrawal groups.

Monitoring

Monitoring will consider the following:

- (a) Whether the policy is being implemented successfully. This will be measured by outcomes related to provision discussions.
- (b) Whether the provision offered in school is having an impact on all pupils. This will be measured by individual pupil progress data discussed at pupil progress meetings.

Resources

The Governing Body and the Head Teacher will ensure that adequate resources are set aside from the total budget allocation, for St. John Bosco Primary Special Needs policy to be implemented.

Identification and assessment and Review

Pupils' individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed individually at pupil progress meetings, these take place each half term.

Pupils, who have been identified as having Special Educational Needs which are primarily learning, are reviewed at pupil progress meetings.

| Stage of Action for Learning | Level of working | Personnel involved in reviewing and identifying provision through provision mapping |
|--|--|--|
| SEN Concern – School (SENS) | Pupils causing continued concern | Class teacher, TA with support from SENCo |
| SEN Concern – with other agencies (SENSOA) | Pupils with involvement from outside agencies | Class teacher, TA and SENCo with advice from appropriate outside agencies |
| Educational Health Care Plans (EHCP) | Pupils with involvement from outside agencies and additional funding from the LEA. | Class teacher, TA and SENCo with advice from appropriate outside agencies |

Inset /Training

- Training will take place in accordance with local and national requirements. It will be based on meeting the targets on the School Improvement Plan and with regard to staff professional development needs.
- The School actively seeks involvement in LA and DFES initiatives involving Special Needs to develop the provision we offer.

Curriculum

St. John Bosco Primary School believes all pupils should:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.

Working with Outside Agencies

- St. John Bosco Primary works closely with outside agencies. Support services and outside agencies are used as a means of advising, informing, liaising and extending expertise.
- Liaison with outside agencies is coordinated by the SENCo and includes appropriate staff working with the pupils.

Parents

Parents will be informed by:

- Regular parents' meetings
- Provision maps will be sent home with invitations to discuss their child's support.
- Letters sent home to share changes and intervention programmes

Transition Arrangements

- All information concerning a child's attainment will be made available to a receiving school on or within 14 days of transfer.

Jacky Briscoe (SENCo)
Review September 2016
To be reviewed – September 2017