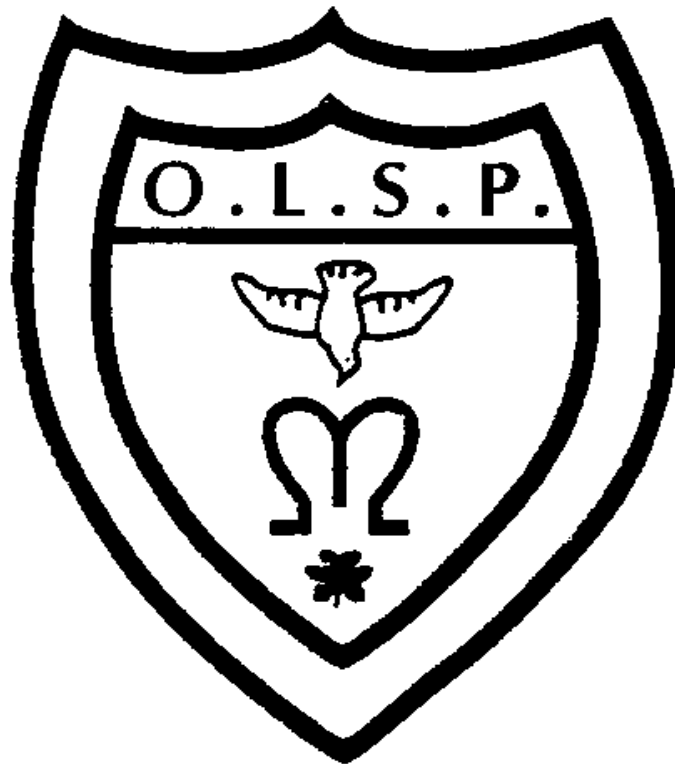


Our Lady and St Patrick's Roman Catholic Nursery and Primary School



Policy to Promote the Inclusion of Children with Special Educational Needs and Disabilities

Last Reviewed: Summer Term 2012

Next Review: Summer Term 2014

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Our Lady and St Patrick's Roman Catholic Nursery and Primary School

Policy to promote the inclusion of Children with Special Educational Needs and Disabilities

Mission

The Catholic Faith and the principles of the Gospel are central to the daily life of Our Lady and St Patrick's School. We are committed to:

'Living, Loving and Learning Together in God's Way'

Rationale:

At Our Lady and St Patrick's Roman Catholic School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all children with SEN meet the definition of disability. This policy covers all of these children.

We believe in the value and dignity of each individual child and that each child has their own talents and needs.

We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve. Our whole school approach is to set high expectations as the norm and we enable each child to develop their self-reliance and self-esteem by fostering a warm and caring atmosphere.

Definitions

'Pupils have **Special Educational Needs** if they have any learning difficulty which calls for special educational provision to be made for them,' learning support which is additional to that differentiated in class.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children are not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

'Someone who has a **disability** has a physical or mental impairment which has a sustained and long term adverse effect on their ability to carry out normal day to day activities.'

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is in addition to or different from what is normally available in schools in the area.

Intervention is any group or 1:1 support given where additional or different action is needed, which is in addition to that differentiated in the usual class planning.

Aims

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities have the opportunity to join in with all the activities of the school
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies as appropriate.

The named SEN Coordinator for the school is A member of the Governing Body takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for children with special educational needs.

The Governing Body has agreed admissions criteria which do not discriminate against children with special education needs or disabilities. Parents or Carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance so that consultation can take place.

Identification and Stages of Special Educational Needs

The school is committed to the early identification of SEN and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2002.

A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, academically and / or socially, the class teacher will consult with the SENCo in order to decide whether additional and / or different provision is necessary.

Children who have disabilities but no special needs are recorded on the school's medical register.

Early Years

School Action: When a class teacher or SENCO, along with the child's parents, identifies a child with SEN the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

School Action Plus: This occurs when intervention does not enable the child to make satisfactory progress. Therefore the class teacher and SENCO, in consultation with parents, ask for advice or support by external services. Additional or different strategies to those at "School Action" are put in place.

School request for a Statutory Assessment: This is made when a child has demonstrated significant cause for concern.

Statutory Assessment: The LA will instigate multi-disciplinary assessments.

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Statement of Special Educational Needs: This is required when a child has multiple, complex needs that cannot be reasonably provided for within the resources normally available to the school.

Register

A whole school register of children identified with special educational need is kept and reviewed termly by all teaching staff.

Provision

When a child with SEN is on School Action Plus or has a Statement of Special Educational Needs then an Individual Education Plan (IEP) is written when appropriate. This is a planning document of differentiated steps and teaching strategies needed to help the child achieve 3-4 identified key targets. For children, on School Action Plus or with a Statement of Special Educational Needs, with emotional or behavioural difficulties an Individual Behaviour Plan (IBP) will be drawn up between the class teacher, the SENCo, and the child. Parents / Carers are involved with the development of both plans.

IEP

The IEP sets targets for the child and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

IEPs are reviewed termly and the outcomes are recorded. Children participate in the review process according to their age and abilities. Parents / Carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a child is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Children and their Parents / Carers are fully involved and kept informed about the involvement of external agencies and proposed interventions.

Statement of Special Educational Need

For children who have statements of SEN, as well as the review of their IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Authority. When children are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 allows appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records are transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education, (Pupil Information), Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Local Authority.

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Attainment and Progress

The attainment and progress of children listed on the SEN Register is reviewed every half term. Interventions / targets are adjusted accordingly.

Attendance

The attendance of children listed on the SEN register is analysed every half term and appropriate action taken.

External Support Services

Parents of any child identified with SEN may contact the Parent Partnership Service for independent support and advice.

Risk Assessment

The school has adopted the advice given in the LA EMA 'Inclusive Education: Risk Assessment' Policy. (Appendix C)

Monitoring and Review

The SENCo monitors this policy and it is reviewed annually with the Facilities and Curriculum Committee of the Governing Body.

Appendices

Appendix A: Example SEN Register

Appendix B: Example IEP

Appendix C: Example Risk Assessment