



Our Lady & St. **Hubert's Catholic** **Primary School.**

Special Educational Needs Policy
and Information Report

This report is updated annually, available on the school web-site, in the school office and approved by the school governing body.

School Inclusion Statement

Our Lady & St. Hubert's is an inclusive school guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

Rationale

Providing for pupils with Special Educational Needs (SEN) is just one way in which Our Lady & St. Hubert's promotes and supports inclusion. We value each child as a unique being created in God's own likeness, each with his/her own gifts and talents.

Our school Mission statement states that:

At Our Lady & St. Hubert's, home school and parish work together as we grow and learn, knowing that God is with us in all we do.

Our school aims state:

We aim to help every child to achieve his/her full potential through careful and considered planning of work, exciting and well-chosen activities and celebration of effort and success.

We aim to recognise and develop the many facets of human potential and encourage the pupils to "have a go" and not fear failure. We will promote self-evaluation and encourage realistic and achievable target setting.

We aim to establish an environment where pupils, teachers, support staff and governors can work together in confidence to achieve their own potential, meet and enjoy the challenge for continuous improvement, recognising and learning from mistakes and celebrating success.

Definition

The 2014 Code of Practice states, 'Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age'. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.'

Objectives

The objective of this policy is to outline how the school complies with the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE 2014) and how this is translated into the school offer.

Statement of entitlement at Our Lady & St. Hubert's Catholic Primary School

- The SEN Code of Practice 2014 covers the age range 0-25 range and will be fully implemented in our school.
- It takes into account the views of children and their families in meeting their needs also allowing them choice and guidance in the services they choose.
- It offers guidance on the need to work closely with health and social care agencies.

- For children with the most complex and multiple needs, an Education, Health and Care plan may be put in place.
- Children with SEN will receive their full educational entitlement in line with all children, “The Universal Offer” from school and the LA. They will also be entitled to, “The Local Offer” from school and the LA which will address their additional needs.
- Children with an EHC plan will be able to name a school of their choice and be entitled to a personal budget. This does not guarantee a school place.
- Teachers will have the primary responsibility in meeting the needs of ALL children in their care. They will provide a high quality, differentiated curriculum but receive appropriate training so that they can meet the needs of all children in their care.
- SEN provision will be co-ordinated by the SENCO (Special Education Coordinator) who is qualified to guide the school in provision and training. Ideally the SENCO will be part of the SMT.
- The SENCO will maintain an SEN register and provision map for the school.

Identification

All children with SEN will be identified and assessed as early as possible. Nursery and pre-school settings should begin the identification process. In our pre-school the identification process will begin with staff working alongside the SENCO and outside agencies. The SENCO and class teachers will liaise with other nurseries prior to the transition of children not attending our pre-school into Reception Classes.

Areas of need.

Special educational needs provision can be considered to fall into four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional
4. Sensory and/or physical.

Identification of SEN is an integral part of the school’s on-going monitoring, assessment, recording and reporting process. All children are exposed to a high quality, differentiated curriculum and where the children fail to make expected age-related progress, additional interventions are put in place (See the provision map)¹. Parents will be notified as soon as these additional needs are recognised. This additional support is directed and managed by SMT and SENCO. In school, staff have personal areas of expertise to support individual needs e.g. a dyslexia teacher, a fun-fit trainer etc.

Where a child continues to make little or no progress, despite appropriate, time-limited and assessed interventions, the expertise of an external specialist will be sought. The majority of children will have their needs met within school and with support, will achieve their potential. Children who have social, emotional or physical problems will also have a variety of specific interventions to support their progress in school. Should the child’s needs become so severe, an EHC plan may be requested.

Assessments occur throughout the year and are a fundamental part of teachers’ performance management.

YR Baseline Assessment, WELLCOMM screening and EYFS profile.

Y1 Termly assessments (see assessment policy), phonic screening, and NC expectations

Y2 Termly assessments, SATs, and NC Age Related expectations

¹ Appendix 1

Y3 Termly assessments and NC ARE expectations

Y4 Termly assessments and NC ARE expectations

Y5 Termly assessments and NC ARE expectations

Y6 Termly assessments, SATs and NC expectations

All children falling below age related expectations will be assessed using Pre-Key stage national standards assessments, Sandwell Skills ladder or P levels 1-3 (Very few children in mainstream education function at these levels). Outside agencies are invited to assess and review children with specific additional needs.

Entitlements –The School Local Offer

Pupils.

- All pupils, including those with special educational needs, will receive a highly engaging, well-planned, motivating curriculum through which they will be able to achieve their potential. They will be enabled to engage in before and after school activities, residential trips and various off-site activities.
- Both the indoor and outdoor school learning environments will meet the needs of all children. This includes calm spaces and a purposefully designed Forest School. Children with additional needs will have their needs sympathetically met. This includes toileting, hearing and visual needs through carefully planned indoor and outdoor environments.
- School will provide a positive, sympathetic and nurturing environment in which the needs of all children will, where-ever possible, be met. Children receiving additional funding via pupil premium and/or looked after children will access the engaging curriculum in school.
- Children will be supported through areas of difficulty, academically and personally, recognising that Christ is the guiding force in our school.
- School will provide the children with the life-skills they need to survive in our ever-changing world; literacy, numeracy, perseverance, resilience, social, moral and spiritual awareness and confidence in themselves. Extra pastoral support is available through the Parent Support Worker to support all children and ensure measures to prevent bullying are effective.
- School will consult with, listen to and act on the views and opinions of all children, involving them in their education. At termly reviews, children with additional needs will be consulted about their targets and how they are supported in school. Children will be listened to through a wide range of daily and group opportunities such as school council, the wellbeing team and eco clubs.

Parents

- Parents are valued in our school and are continually informed about their child's progress. They are invited to termly parent's evenings and are given termly written reports.
- When a child is failing to make expected progress, they will be invited into school and share in the decision process about the support which their child will receive.
- Parents will have a voice in decisions about their child and an open-door policy operates in school: parents have access to the SENCO and class teacher. The parent-support worker, also plays an active role in engaging parents in their child's education.
- Parents of children with Social, Emotional and Mental Health issues may be referred to Murray Hall Trust whose services we purchase to support these issues.
- Parents will be referred to SENDIASS to support them and any issues they have related to their children's needs.

Teachers

- Teachers have prime responsibility for the children's learning and progress and have the right to receive specific training if a child is in their class who has needs which are exceptional.
- Teachers have a right to receive support from the SENCO, SMT and other qualified professionals about the strategies to support individual children.
- All teachers have the right to high quality on-going professional development provided by the school or from external providers.

Stages of Intervention

Wave 1

The SEN COP 2014 recommends teachers should apply differentiation strategies to address the needs of all pupils in the classroom. These are known as Wave 1 strategies and all teachers are required to meet the needs of all their learners; gifted and talented and less-able learners, and are teachers of special needs.

Wave 2

If Wave 1 is not successful and children do not make progress, intervention strategies such as 1st Class Number² and BRP³ (See Provision map, Appendix 1) may be used to support children who are not making an expected level of progress. These are known as Wave 2 strategies.

Wave 3

If the pupil needs additional and different one to one provision e.g. precision teaching, hand-eye coordination exercises, ICT based programmes etc. or special provision within the classroom because of physical, medical or emotional problems, they should be entered on the school Special Needs register and receive Wave 3 interventions.

Support from external providers will be sought, if a child fails to make progress despite targeted, high-quality monitored interventions. This will come mainly from the Local Authority. Outside agencies such as Occupational Therapists and Physiotherapists will work with children in school to devise, support the implementation of and monitor School Support Plans.

Parents must be consulted before a child placed on the Special Needs Register and give consent: if a parent does not give consent to the programme of work may continue in school, but the child cannot be recorded on the Register and this may hinder further assessment or provision should it be needed at a later stage.

The school-based stages are a continuous and systematic cycle of planning, provision, assessment and review within the school.

School Support

- Class teacher, with support from SMT and SENCO, identifies a child's special educational needs .
- Class teacher continues to implement differentiation of classroom work.
- SENCO explores with class teacher and SEN support staff what extra provision can be made for the child and puts into place (Wave 2/3 strategies)
- SENCO and class teacher inform and liaise with parents, agreeing up to 4 targets and the strategies to address these at school and at home.

²A targeted numeracy intervention

³ Better Reading Partnership

- SENCO records this information on a School Support Plan and enters the child on the Special Needs Register.
- SENCO shares responsibility with the class teacher for gathering information and identifying suitable interventions to support the child's progress.
- SENCO continues to co-ordinate the child's Special Educational Provision and monitoring of progress against targets.
- SENCO will work with the school Pupil Premium Lead and LAC Designated Lead to ensure the curriculum is accessible to and effective for all.
- SENCO liaises with parents, class teacher and Learning Support Assistants about progress.
- SENCO arranges termly reviews.
- SENCO works with SEN support staff and class teachers to ensure pupil assessments are updated as part of review process
- SENCO seeks further advice and support from other agencies.
- SENCO evaluates the effectiveness of the SEN provision.
- Children with Social, Emotional and Mental Health issues may be referred to Murray Hall Trust whose services we purchase to support these issues.

Formal Assessment for an Education and Health Care Plan

Education and Health Care Plans

- EHC plans are given to children whose needs cannot be met within the school setting without extra funding and support.
- They provide care for children from 0-25 years.
- Parents, school or involved professionals can request an EHC plan.
- Formal Assessment takes place by the L.A. and operates under specified deadlines.
- If an ECH plan is given, the SENCO will co-ordinate the provision and organise appropriate reviews and monitor provision and progress.
- The flow-chart for applying for an EHC plan is included.⁴

The Role of the Special Educational Needs Co-ordinator

- To ensure all staff deliver appropriate teaching for the children with special educational needs through consultation, monitoring and training.
- To provide professional support and advice to colleagues.
- To ensure Learning Support staff and volunteer helpers are trained in methods of helping SEN children.
- To ensure that effective targets are set, monitored and progress recorded for children with SEN in collaboration with other key staff.
- To coordinate the setting up and maintenance of a central resource base for use with children with special needs.
- To initiate and develop contact with the LA support services and outside agencies in relation to children with special needs.
- To ensure that parents of children with SEN are kept informed of their progress at least termly and fully involved in their child's learning
- To ensure all pupils are involved and aware of their choices and targets.
- To encourage and support parents of special needs children in the education of their children.
- To provide information to parents about the variety of support available both in and out of school
- To actively encourage and build up the self-esteem of SEN pupils and ensure they achieve their potential..

⁴ See Appendix 2

- To maintain a professional awareness of developments affecting special needs and to communicate these to the head teacher and staff.
- To help where necessary, to liaise with secondary schools to ensure continuity of support.
- To maintain a register of children with special needs
- To report annually to governors and update the SEN policy, Local Offer and information pack.
- To monitor teaching and learning for special needs pupils in line with the school monitoring policy and monitoring cycle, reporting back to the Head, staff and governors
- To work with the all staff and governors to monitor and promote inclusion
- To prepare and submit paperwork required to apply for EHC plan.
- To ensure the impact of any additional funding provides value for money.
- To attend LA training and to update personal knowledge. In line with 2014 legislation, SENCO will be a teacher and receive training to achieve current SENCO qualification.

The Role of the School Governors

It is the duty of the Academy Committee to maintain a Special Needs Policy for their school and to make appropriate arrangements to identify and meet the needs of the pupils.

They must endeavour to ensure that any registered pupil with specified educational needs has the required provision. They must also ensure that all teachers in the school are aware of the importance of identifying and providing for those who have special educational needs.

They will annually publish information for all parents and other relevant parties regarding S.E.N. provision in the school.

Governors will work to ensure that employees do not act in such a way as to render them vulnerable to a claim for compensation.

They will also work to ensure that employees receive appropriate guidance and support the governing body in meeting their duties to pupils.

The governors will also deal with parent complaints using the normal complaints procedure.⁵

The S.E.N. governor 2019-20 is Juan Pavon.

Compliments and Complaints

Compliments on how effectively we include all children are always welcomed either verbally or in writing. Our complaints procedure is found in our complaints policy. However, we attempt to deal with complaints as quickly and efficiently as possible, so few parents had recourse to our complaints procedure. A copy is available on the website and a copy can be made available on request.

School Improvement Planning

All staff, parents and governors will contribute to and work towards the School Improvement Plan which includes specific goals to further improve inclusion for all.

Special Educational Needs In-Service Training

It is vital that the SENCO keeps up to date with the relevant legislation and changes to the Code of Practice and new developments in meeting the needs of children with S.E.N. Where appropriate,

⁵ See School Complaints policy

the SENCO will ensure staff are trained in any changes which may affect our present policy and practice. The LA provides a variety of courses available to the SENCO and other staff.

Resources

S.E.N. resources are used actively in school, available to all staff and should be coordinated through the SENCO.

A number of ICT programmes which can support pupils with Special Educational Needs are installed on the school network and the internet is also used to address targets. SEN i-pads are stored in the Year 5 classroom. SEN i-pads must be signed in and out each day and returned promptly to the central charging unit.

The Assessment Coordinator will ensure SEN staff, know how to access information on ICT based tracking systems to set targets, monitor progress and evaluate the impact of intervention strategies.

Success Criteria

- Achievement of individuals' long term aims.
- Progress made by children when targets are reviewed.
- Progress in reading age.
- Progress in spelling age.
- Progress in mathematics measured against key skills and age related expectations.
- Progress in children's own self-esteem, well-being and behaviour.

Pupils with Medical Needs

See separate policy

Gifted and Talented Pupils

Gifted and Talented and More Able pupils are also recognised as having special needs. The needs of these pupils are addressed in a separate policy.

Special Needs Planning, Assessment and Recording

The model recommended in the Code of Practice is assess, plan, do and review. This is followed for all children at Our Lady & St. Hubert's.

Planning

The area of learning development needed by individual children will be agreed through a School Support Plan(SSP) using information from various sources including EHCP targets and teacher's data. The SENCO will liaise with the class teacher, support staff and parents to formulate SSP.s. Reference to SSP.s should be made on teachers' short and medium term planning and teachers will share delivery of SSP.s Targets must be shared with all concerned staff and pupils and parents. Wherever possible, children will share ownership of their targets. Where necessary, the SENCO will also liaise with the appropriate outside agencies.

Recording

The work should be recorded in the normal manner for the subject as outlined in the school marking policy or specific intervention/ assessment guide. There are no requirements for separate marking or record keeping by the class teacher. These records need to be available for use at any review, which may occur. The SENCO will record data for children on individual data collection sheet.

Assessment

Initial and on-going assessments of SEN needs will form part of the school's ongoing assessment policy. Children will be assessed by the SEN support staff, SENCO and SENAT or other appropriate outside agencies, together with the class teacher.

EHC children may be assessed by the Educational Psychologist, SENAT or other appropriate outside agencies, with SENCO and class teacher kept informed.

Children who receive Wave 2 and 3 interventions will be assessed on entry and exit from various programmes to evaluate the impact of these interventions.

Children who are not meeting expected levels of progress will be assessed using the school's assessment procedures. Children who are failing to achieve national curriculum levels throughout the school will be assessed using Sandwell skills ladder, this replaces Plevels, 4-8 or the government Pre-key stage assessment standards. Children who are operating at levels, 1-3 will still be assessed using P scales.

Review

The parents must be involved at each stage of the process. There must be regular reviews to ensure that the planning agreed is being carried out. The SENCO and class teacher will arrange to see the parents of School Support and funded children

Related policies: EAL

Equal Opportunities

Inclusion statement

Gifted and Talented

Pupils with medical needs

Accessibility Policy

Behaviour Policy

Complaints Policy

Medical Needs Policy

Current Information

SENCO Team Barbara Coles SENCO

Claire Channa HLTA SENCO/Parent Support Worker

SEN Governor Juan Pavon

Parent Support Worker/DSL Claire Channa

Local Authority Contact Jim Grundy (Special Needs Advisory Teacher) 0121 569 2777

Educational Psychologist- Anthony Atwell 0121 569 2777

Local offer – see www.sandwell.gov.uk/send

Sandwell Parent Partnership – SENDIASS

Greets Green Children's Centre

Wattle Road

West Bromwich

B70 9EZ

Email: see www.SENDIASSEnquiries@actionforchildren.org.uk

Telephone number 0121 500 4010

Consultations

Consultations and reports are provided termly to parents. Children receiving School Support will receive additional information and an extra opportunity to meet involved staff at least once a term.

Transition

Transition for all children will be managed carefully. On entry to school all children will have a planned programme of visits and induction. From EYFS to KS1 an individual transition package will be put in place. For each class move children with additional needs will have guided support to the next class i.e social stories, a photo pack and preparation handbook.

Expertise

All teaching and support staff will receive training about general teaching strategies and particular literacy and numeracy programmes. Support staff will regular meetings to update their skill in delivering interventions.

Staff Training

Colin Spencer- Dyslexia Approved Teacher Status

Michelle Crawford –DSL and Child protection lead contact

Claire Channa – DSL and Parent Support Worker

HLTA	Epilepsy Champion	Ruth Miskin Literacy	Reciprocal Reading
Non-Violence Crisis Intervention	Changes Programme – working with parents	Nurture group	Buddy training
Attachment Disorder	ALS, FLS, Springboard interventions	Therapeutic mentoring	Mental health in schools
Level 3 Safeguarding	Conflict management	Management of medication in school	Team Teach
My Concerns	Understanding the Impact of Vulnerable Groups	Secondary Trauma	Working with extreme & self-harming behaviours
Designated Safeguarding Lead	Mental Health First Aid		

Tracey Clarke – Support Staff

SULP	5 Minute Box	1 st Class Number	Talk 4 writing
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Physical Restraint	Enable	Inference	Write dance
Autism	Understanding challenging behaviour	Cerebral Palsy	Speech, language and augmented communication
Sandwell Writing Intervention			

Michelle Crawford – Principal

Team Teach	Zumba Fitness	Barnados Attachment Aware	Licensed Thrive Practitioner
PGCE Special Needs & Inclusion (awaiting Award)	Understanding the Impact of Vulnerable Groups	My Concerns	Level 3 Safeguarding
Paediatric First Aid	Talk 4 Writing	Singapore Maths	Moving Forward – Catholic Leadership
NPQSL	Numicon		

Jo Downing – Support Staff

Reciprocal reading	BRP	Talking maths	Talking partners
1 st class number	Ruth Miskin Literacy & Spelling	Inference	Physical restraint training
Sandwell numeracy	Pie Corbett literacy	Autism training-spectrum green	Reading & Writing – Small Group Interventions
Reluctant Readers	Visit Leader Training	Sandwell Writing Intervention	Library – Reading Cloud

Sally Dunne – Support Staff

Diabetes Training	Paediatric First Aid	Safeguarding	Food Hygiene
Enable Literacy & Numeracy	Ruth Miskin Literacy	Sandwell Writing Intervention	C

Lisa Ellsmore – Support Staff

Better Reading	Behaviour	Enable plus	Inference
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Partnerships	management		
Speech and language	Ruth Miskin Literacy	SULP	Funfit
Pie Corbett literacy	Physical restraint	Numicon	Non-violent crisis intervention

Jan Gilbert – Support Staff

BRP	5 Minute Box	Pie Corbett literacy	Non-violent crisis intervention
Ruth Miskin Literacy	SULP	Funfit	Speech & Language
Numicon Paediatric First Aid			

Julie Goodway – Support Staff

Non Violent Crisis Intervention	Supporting EAL learning in the EYFS	DCA Diploma Child Psychology	Understanding Autistic Spectrum Disorder
Interactive Play for Children with Autism	Introduction to the role of the setting based SENCO	Behaviour Management & Policy	Assertiveness & Dealing with Conflict
Inclusive P.E. – SEND & Progress in P.E.	Makaton	Autism	Understanding Challenging Behaviour
Cerebral Palsy	Speech, Language and Augmented Communication	Non-Violent Crisis Intervention	

Naomi Handy – HLTA

EAL	BRP	Ruth Miskin Literacy	Inference
Write Dance	Singapore Maths	Reluctant Readers	Pie Corbett Literacy

Attachment Disorder	Changes Programme – working with parents	Talk 4 Writing	Sandwell Writing Intervention
Reciprocal Readers	Visit Leader Training	Paediatric First Aid	Zumba Fitness
Diabetic training			

Jane Hughes – Support Staff

Speech & Language	BRP	Ruth Miskin Literacy	Autism Training
Singapore Maths	Safeguarding	Talk 4 Writing	Paediatric First Aid

Aran Kaur - HLTA

Attachment & Trauma	BRP	Ruth Miskin Literacy & Spelling	Autism Training
Sandwell Numeracy	Visit Leader Training	Pie Corbett literacy	Level 5 Leadership Award
Tennis			

Sue Mills – Support Staff

BRP	Non-violent crisis intervention	Write Dance	Roar training
5 minute box	S&L	Ruth Miskin Literacy	Fun-fit
Numicon	Coventry reading intervention	Drawing and talking therapy	Enable
Speech language	Paediatric First Aid	Team Teach	Diabetic training

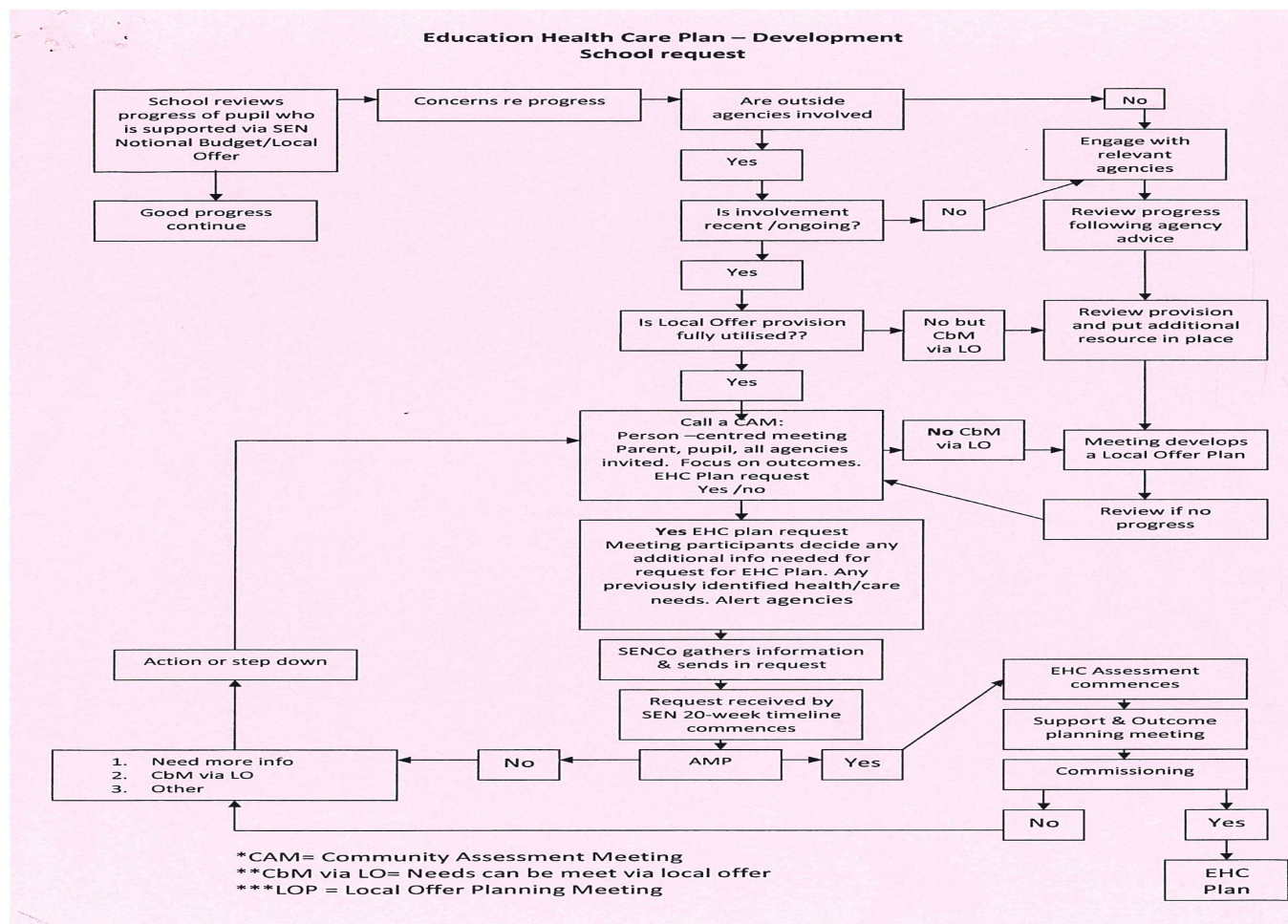
Barbara Whitty – Support Staff

Write dance	Numicon	Funfit	BRP
Ruth Miskin Literacy	Non-violent crisis intervention	Team Teach	Sandwell Numeracy

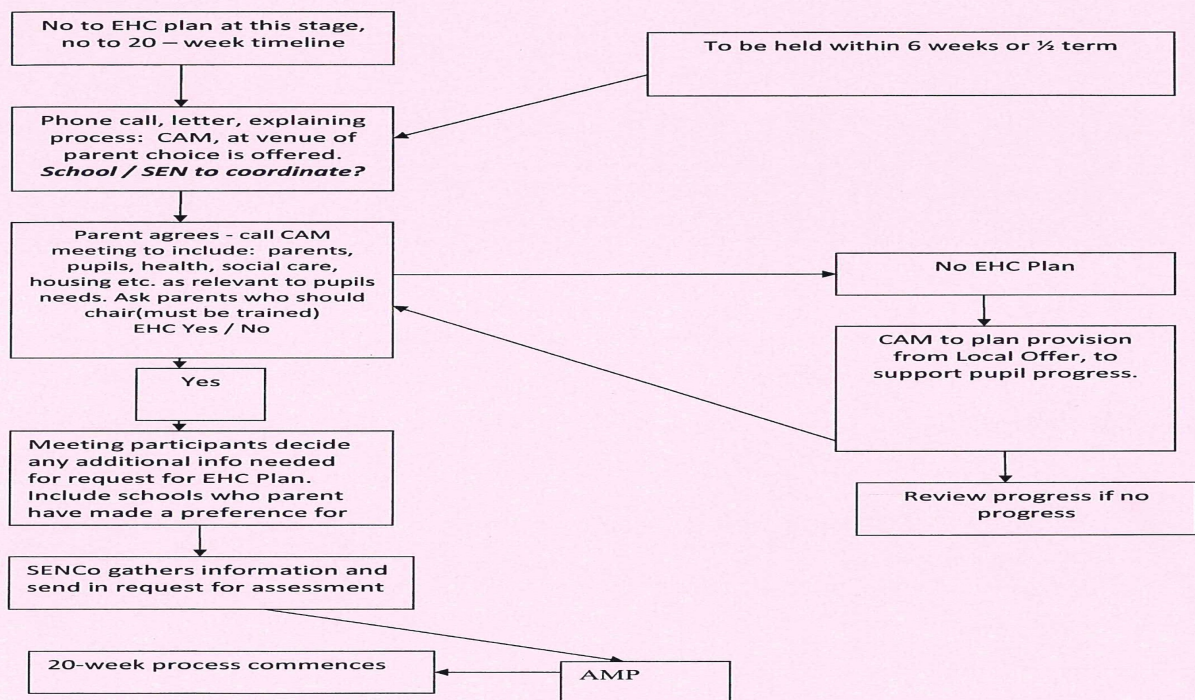
Numicon	Funfit	Storytelling	Paediatric First Aid
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Jenny Arch-Support Staff

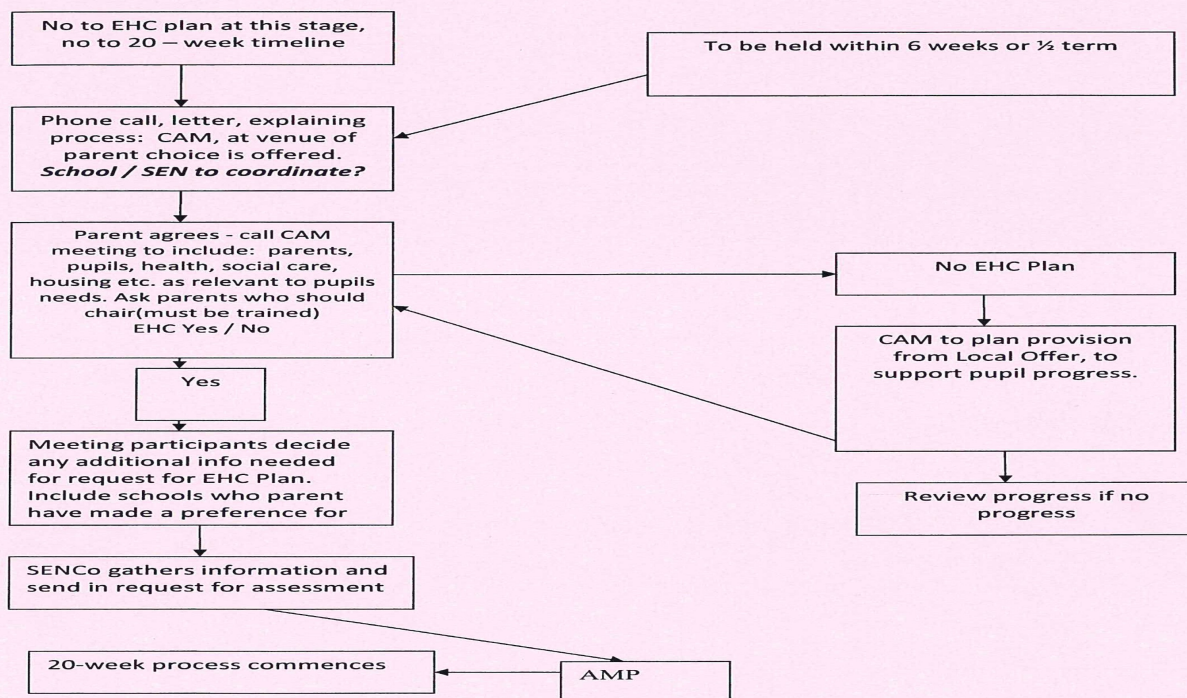
Autism for professionals	Visits to special school	In-house training	
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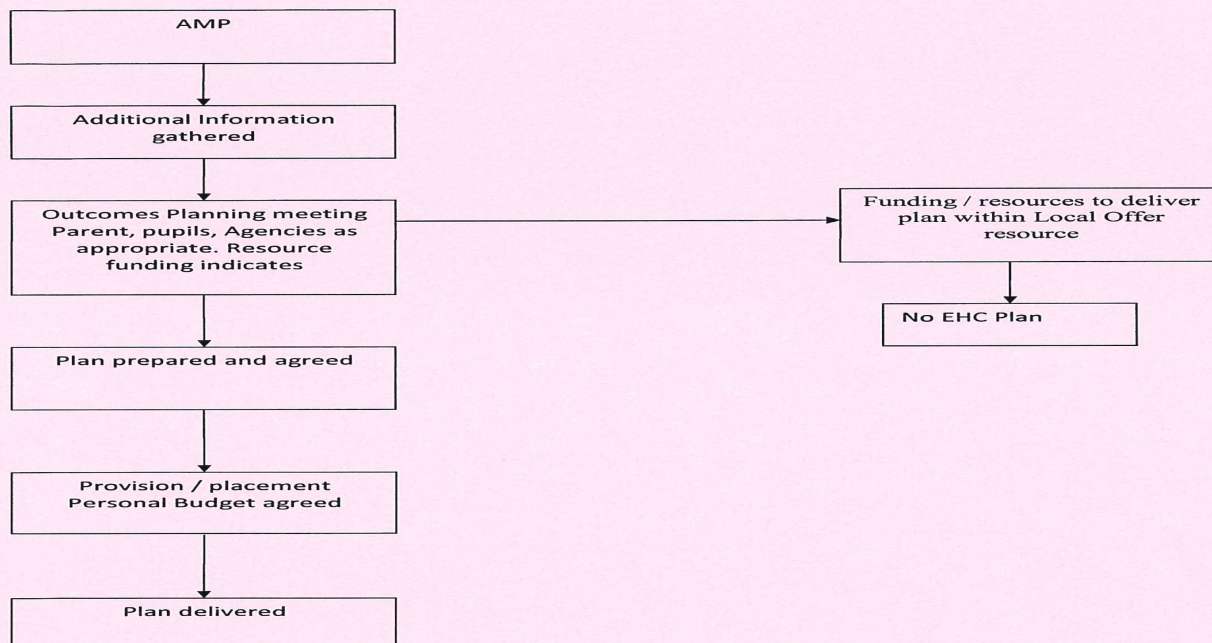
Education Health & Care Plan – Development
Parental Request not known



Education Health & Care Plan – Development
Parental Request not known



Education Health & Care Plan – Development
Process should take from 16 to 20 Weeks



St. Hubert’s Primary School-Whole School Provision Map			
Area of Need	Wave 1	Wave 2	Wave3
	Provision	Provision	Provision

Cognitive & Learning	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated Delivery • Differentiated Outcome • Increased visual aids • Visual Templates • Writing frames • Illustrated dictionaries • RML • Singapore maths 	<ul style="list-style-type: none"> • Sandwell Numeracy • Booster sessions/Pupil premium • RML • Reciprocal reading • Talking maths • Group literacy support • Group maths support • Fresh Start • First class in number • Springboard • Inference training • Motivating maths • Front loading (Singapore maths) • Sandwell writing intervention (SWIN) • Magical spelling 	<ul style="list-style-type: none"> • Precision teaching • 5minute box • Daily reading • Better reading partnerships • Speech and language • 1-1 class support • Enable literacy and numeracy • Enable + • Toe by toe • Reading buddies • Reading Recovery
Communication & Interaction	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated Delivery • Differentiated Outcome • Increases visual aids • Visual Templates • Writing frames • Illustrated dictionaries • RML 	<ul style="list-style-type: none"> • SULP • Booster sessions/Pupil premium • RML • Reciprocal reading • Group literacy support • Comprehension Group (Cracking comprehension, Collins, Rising Stars, Wellington Square) • Writing and drawing therapy • Magical spelling 	<ul style="list-style-type: none"> • Precision teaching • 5minute box • Daily reading DD • Better reading partnerships • Speech and language • 1-1 class support • Reading Recovery
Emotional, behavioural and Social	<ul style="list-style-type: none"> • Whole school rewards systems • Whole school and class rules • Nurture group • Circle time • Thrive 	<ul style="list-style-type: none"> • Nurture group • Buddies • SULP • Forest schools • Social group 	<ul style="list-style-type: none"> • Nurture • 1-1 withdrawal • Behaviour charts • Social stories • Thrive
Sensory & Physical	<ul style="list-style-type: none"> • Class PE sessions • Resources • Lunchtime clubs • Afterschool clubs • Write dance 	<ul style="list-style-type: none"> • Write dance • Fun-fit • Forest Schools • Yoga 	<ul style="list-style-type: none"> • Hand-eye • Toe by toe • Write from the start • OT sessions • Physiotherapy sessions