

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. “Special Needs” covers a wide area including academic, social and pastoral needs and a child may be identified as having special needs for a very short length of time, for a very specific area or for a long period of time. Children with a statement of special need/education and healthcare plan or funded support that names the school must be admitted in accordance with the school admissions policy.

The SEN Code of Practice 2014 covers the age range 0-25 range and is fully implemented in our school. It 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.’

**The school and local offer and procedures for children with special needs are published on our website.**

Teachers have the primary responsibility in meeting the needs of ALL children in their care. They 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 is co-ordinated by the SENCO (Special Education Coordinator) who is qualified to guide the school in provision and training. The SENCO maintains a SEN register and provision map for the school.

**Identification**

All children with SEN are identified and assessed as early as possible. If you think your child has specific needs, please contact us as early as possible so we can begin this process or liaise with their pre-school setting and any professionals who may already be working with your child. Equally, if we have concerns that your child has additional needs, we will contact you and discuss this as part of our universal offer under the 2014 Code of Practice.

Special educational needs provision can be considered to fall into four broad areas of need:

 Communication and interaction

 Cognition and learning

 Social, mental and emotional

 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). 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.

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. A child receiving specific additional support will be included on the SEN register following discussion with parents: this is called School Support. 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. Sometimes the child’s needs become so severe, an EHC plan (Education and healthcare Plan) may be sought.

**Present Register**

We have pupils at 14 School Support level and 6 children with statements or EHC at Our Lady & St. Hubert's School.

**Able Pupils**

Able pupils are extended through our Gifted and Talented programme which includes extension activities in class, special activities for children identified as Gifted and Talented and through links with St Paul’s and King Edwards VI, Five Ways secondary schools. We ask parents to share information with staff to help identify where their child may have gifts, talents or need support in any area of school life.

**Access and equality**

The premises and site committee have a disability, access and equality plan to improve access and assess future needs. Disabled pupils are treated equally with non-disabled pupils with regard to school admission. The school currently has wheelchair access via the Wolverhampton Road/entrance to the school hall, the Reception Class and year 6 entrance. A Disabled toilet facility and shower were installed in April 2006. Audio enhancement was installed at Reception in 2008; we have a portable loop system which can be used at meetings; please let us know in advance if this is needed. Current targets of the Equality, Disability and Accessibility Plan can be found at the rear of this prospectus. And the full policy can be found on our website or on request from the school office.

**Equality of opportunity**

Our Lady & St. Hubert’s is an equal opportunities school and we operate in line with our equality policy (see website) and school inclusion statement:

**Our Lady & St. Hubert’s is an inclusive school guided by Gospel Values in our Aims and Governor Ethos Statements promoting inclusive education in its widest sense in all areas of school life.**