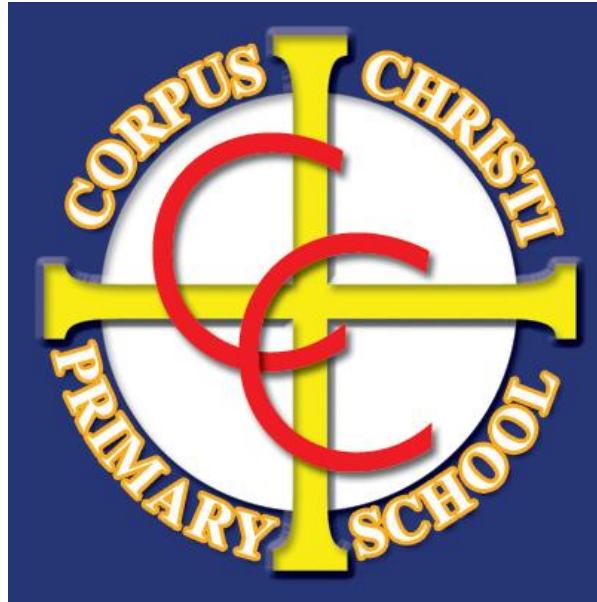


# Corpus Christi Catholic Primary School



## Special Educational Needs and Disability Policy

This policy will be checked and amended every two years.

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Head Teacher

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Chair of Governors

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Date

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Date

# Mission

Together we **DREAM**

Together we Learn

**D**iscover **R**espect **E**nthusiasm **A**spire

**M**ake a difference...

At Corpus Christi we are committed to all children achieving and reaching their full potential. There are supportive and positive relationships between staff, parents and children. Inclusion is a priority and Catholic values are promoted within all aspects of school life. We provide a caring and supportive atmosphere, which allows children to develop emotionally, socially and academically. We encourage every child to do their best because every child matters.

## **SCHOOL AIMS**

*Corpus Christi aims to 'Make a Difference', inspired by the life, and teaching of Jesus Christ.*

The school recognises each child's uniqueness by providing a broad, varied and balanced curriculum which fosters individually their spiritual, social, physical and intellectual development. We encourage everyone to do their best.

The school values all members of the school community including staff, children, parents, governors, parishioners and visitors.

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: 0 - 25 years (July 2014).

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Michelle Goulbourne. The name of the Governor with responsibility for SEN is Denise Gibney.

It is their responsibility to ensure that the Corpus Christi Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Corpus Christi it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### **Definition of Special Educational Needs**

Corpus Christi identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2014).

This defines SEN as;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally

provided for others of the same age in mainstream schools or mainstream post-16 institutions

- Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

## **Aims and Objectives**

The aims of this policy are:

- to maintain the graduated process of assessment and review, as outlined in the Code of Practice 2014
- to ensure the equality of opportunities for all children
- to develop a system for the early identification and assessment of a child's SEND
- to work in partnership with parents, actively encouraging their participation
- to take into account the views of the child
- to seek support from outside services, when required, so that the child's needs are addressed as early as possible
- to take into account SEN when identifying staff training needs
- to ensure all pupils have access to a broad and balanced curriculum

## **How do we support children with SEND at Corpus Christi?**

Children learn and develop in different ways. Teachers in school recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help and

it is the role of the SENCO to work with children, parents and staff in school to make sure that this extra support is provided.

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

### **The Role of the Class teacher:**

- To initially be responsible for the identification of children experiencing specific difficulties and to bring this to the attention of the Head Teacher or SENCO.
- To change the way activities are planned and delivered.
- To match activities to the ability / need of each child (differentiation).
- To adapt learning materials such as equipment and activities to suit each child's needs.
- To offer small group support to promote skills identified in the child's Support Plan.

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each child with their needs

## **The role of the SENCO:**

- To ensure the right support is put in place for each child.
- To advise other teachers and teaching assistants on how to help each child and ensure they have an up to date Support Plan (Child Action Plan - CAP) detailing how their needs will be met in school.
- To arrange training for staff so they understand each child's needs.
- To work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have.
- Work with other professionals who may be able to help individual children.

## **Admission Arrangements**

The admission policy at Corpus Christi follows the guidelines recommended by the LA and the school is open to all children regardless of their abilities/disabilities.

## **Access Facilities and Provision**

We publish our 'local offer' on our school website and any changes to provision of specialist facilities will be amended under this offer. Current facilities include a disabled toilet and a number of wheelchair friendly ramps for access.

## **Allocation of Resources**

The resources at Corpus Christi are allocated to and amongst children with SEND according to their individual needs.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **Identification, Assessment and Review**

- Pupils who fall significantly below age related expectations will initially be monitored by the class teacher and the Senior Leadership team.
- Using 'Quality First Teaching' practices, the class teacher will take steps to provide learning opportunities which enable the child to make progress, taking account of the child's own learning style.
- Where a child is still failing to make progress, the class teacher will raise a concern with the SENCO.
- The SENCO will then work with the class teacher to identify the areas of immediate need. Diagnostic tools such a speech and language checklist, the SHASPs ASD pre-referral questionnaire, a visual impairment checklist, a pre-dyslexia referral screener or other questionnaires



may be used in conjunction with class based evidence to help build a picture of identified needs.

- Parents will be informed of the class teacher's concerns and will be consulted and supported in order to best provide opportunities for enabling progress towards identified targets.
- The SENCO will then liaise with the class teacher and the parents in order to review progress and decide on next steps.

The SENCO maintains a list of all pupils identified through the procedures listed. This list is reviewed once per term or sooner if needed, through support plan reviews and planning meetings. A detailed analysis of the list takes place termly.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.

- Education, Health and Care Assessment is only appropriate for a small number of children. Mrs Goulbourne or the Parent Partnership Service will be able to advise you about this.

### **Access to the Curriculum**

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum, Corpus Christi remains committed to:

- A range of teaching and learning styles.
- Differentiated learning materials.
- Access to ICT and Technology.
- Additional in class support.
- Additional out of class support.
- Flexible groupings - including small group support work.
- An innovative curriculum.
- The appropriate use of rewards and sanctions.
- A broad range of extra-curricular activities.
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

## How we consult with our SEND pupils at Corpus Christi

Ensuring that all children attending Corpus Christi receive provision that maximises their enjoyment and achievement is central to all we offer. The SEND children attending our school are aged 4-11 years, so consulting with them to seek their views about how we are meeting their needs has to be age appropriate.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child.
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning - this occurs the most in EYFS and KS1.
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with.
- Extend any resources that they show a preference for.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.

### **Partnership with Parents**

At Corpus Christi we value our partnership with parents. Parents are consulted and kept informed about provision for

their child. All parents are welcome to help in school and are invited to attend school activities.

Parents are encouraged to share any concerns with staff and can usually see teachers after school. Mrs Goulbourne is available by appointment, to meet with parents to discuss any concerns.

## **Transitions**

At Corpus Christi we recognise how important a successful transition is to our pupils with additional needs. We work in partnership with our feeder secondary school to provide an enhanced level of transition for those who we feel would benefit from this.

The period of transition depends on the individual needs of the pupil. Secondary school colleagues will attend meetings with the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school.

When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Transition from each year group within school is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation.

New starters for EYFS children are provided with the following opportunities:

- Parent Open Afternoon
- Children's visits to EYFS class in the Summer Term
- A phased start to life at Corpus Christi Catholic Primary School in September

### **Agencies and Partnerships**

The school draws on a range of expertise from external agencies. We work closely with services provided by the Area Health Authority, such as speech and occupational therapists.

The school hosts termly planning and consultation meetings, where professionals from a spectrum of areas of expertise can meet to discuss individual children, to share advice and monitor progress.

The overall aim is to provide early identification of children with special educational needs and disabilities. In addition we will provide extra support using the expertise of staff, the use of additional resources and enlisting the help of the child's parents.

We will also apply for the advice/assistance of outside agencies if the school feels that it cannot provide the necessary level of support or the required level of expertise.

The school's policy is to encourage parents to participate actively in their children's education. In addition to this the parents of children with SEND are encouraged to approach school at any time regarding concerns that they may have

about their child's progress. They are also encouraged to give additional support and understanding at home, and are advised throughout on the special programmes provided for their child.

Parents are also involved in the registration of a concern and in the regular reviews of their child's progress, as outlined in the procedures in the Code of Practice.