

# St. John the Evangelist Catholic Academy EYFS



## Policy on SEN

Date of review: July 2019

Definition of Special Educational Needs  
(section 312 Education Act 1996)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them 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 authority.

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

Special educational provision means:

- For a child of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Objectives for Special Educational Needs Provision

All staff and Academy Representatives at St. John the Evangelist will ensure that the special educational needs of all pupils at the school will be met. This will be achieved by:

- Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with a SEN.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Development Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through support, information and advice.

- Developing a relationship between the parents/carers, pupils and the school, in which each has an active role to play in the education of children with a SEN.
- Developing a wide community involvement in special educational needs through the multi agency partnership and other initiatives to the benefit of pupils.

### Managing SEN Provision

#### Coordinating and managing provision

#### The Role of the Academy Committee

The school Academy Committee has important statutory duties towards pupils with special educational needs.

- The Academy Committee, working in partnership with the Principal, have responsibility for deciding the school's general policy and approach to meeting the needs of pupils with a SEN.
- Through the performance management process, the Academy Committee ensure that objectives for leadership and the School Development Plan include SEND targets.
- Through the school's self review procedures, the Academy Committee monitor effectiveness of the academy's SEN policy and provision.
- The Academy Committee will have an up to date knowledge of the school's SEN provision, and one Representative will be designated to have specific roles for SEN.

#### The Role of the Principal

The Principal has responsibility for:

- Day to day management of all aspects of the school's work including provision for pupils with SEN provision.
- Informing the Academy Committee.
- Working closely with the SEN Coordinator.

## The Role of the SENCo

- The day-to-day supervision of the Special Educational Needs policy
- Advising and liaising with Principal and staff both teaching and non teaching
- Meeting the identified needs of a pupil at Early Years Action Plus/School Action Plus
- Maintaining the SEN Register, though not compulsory and developing effective record keeping
- Setting and reviewing passports alongside the teachers and with support from Teaching Assistants
- Ensuring parental involvement in decision making about pupils with SEN
- Providing appropriate resources to meet the special educational needs of identified pupils
- Ensuring that staff are working towards Dyslexia friendly classrooms
- Liaising with other agencies
- Updating training and that of the other staff members where appropriate

## Resources for SEN

School is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry
- Funding for specific pupils to meet their assessed needs including additional educational needs funding (AEN)

All resources will be employed effectively to meet the needs of individual and groups on the basis of plans within the School Development Plan

## Staff Development

The school is committed to developing the expertise of all the staff in SEN to enable them to meet the needs of pupils.

## Partnership

### Partnership with parents/carers

The school actively seeks to work with parents/carers and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents/carers
- Effective communication
- Acknowledgement of the parent's/carer's role as a partner in the education of their child
- Recording parental views as part of any review procedure

The parents/carers of any child with SEN with concerns regarding their child's progress, are welcome to discuss these with the appropriate member of staff. The SENCo will be informed of any concerns.

### Pupil Participation

The school acknowledges the pupils' role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views
- Involving pupils in review meetings to discuss progress and future provision
- Involving pupils in target setting and formation of IEPs
- Recording pupils' views as part of any review procedure
- Effective communication

### Partnership with other bodies

The school aims to work with other agencies, some as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

- Other schools and educational providers
- Special Educational Needs Support Services
- School Psychology Service

- School Health Service
- Education Welfare
- Social Services
- CAMHS
- Child Talk
- Behaviour Support Services
- Voluntary Services
- Paediatric Services
- Speech and Language Therapy Services
- Home/School Links Worker

### Admission Arrangements

The admission arrangements for pupils with SEN are generally the same as for other pupils in the school. These are published in the schools admission criteria.

The Disability Discrimination Act of 2005 places a general duty on schools to ensure:

- We do not discriminate against anyone
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

The school's Disability Equality Scheme/Accessibility Policy also gives reference to this arrangement.

### Identifying children who have SEN

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has a SEN and identify appropriate provision to meet the child's needs.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches

- Working at levels significantly below age expectations, particularly in literacy and/or numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions to access learning

### Assessment, Arrangement, Review and Monitoring Procedures

Once a child has been identified with SEN the school will intervene using the graduated approach described within the Code of Practice. Early Years Action/Early Years Action Plus refers to all pupils from three to five years who access the Foundation Stage. School Action/School Action Plus refers to all pupils from Year 1 to Year 6.

### Early Years Action/Early Years Action Plus

Where staff identify that a pupil has SEN - teachers, in consultation with the SENCo, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

- Teachers remain responsible for working with pupils on a daily basis and for planning and delivering an individualised programme - an IEP will usually be devised
- SENCo would take the lead in planning future intervention for the pupils in discussion with colleagues and monitoring and reviewing the action taken

### Early Years Action Plus/School Action Plus

- SENCo and staff, in consultation with parents/carers, ask for help from external services.
- Teachers and SENCo are provided with advice or support from outside specialists.
- Additional and different strategies to those at School Action are put in place - a "Pupil Passport" will usually be devised.

- SENCo would take the lead in any further assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.
- Regular monitoring of progress is carried out.
- For pupils with a Statement of SEN, an annual review is carried out as requested by the Educational Authority.

Arrangements for providing access for pupils with SEN to a balanced, inclusive and broadly based curriculum, including the National Curriculum

The school's aim is that wherever possible all pupils will have full access to the National Curriculum and a range of subjects taught in school. Children with an EHCP will receive in class support as specified by the LA. Any pupils who require specific interventions may be withdrawn for intervals within a lesson to receive their specific teaching objective. This will be done with consideration for the impact on the pupil's curriculum.

Where a pupil has to be withdrawn from class for monitoring by the SENCo or outside agency, the principle is that the disruption to the overall education of the pupil should be at a minimum.

Criteria for Success

As part of their evaluation for school effectiveness the SENCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- Early identification of pupils with SEN
- Pupil views and opinions are taken into account
- The school and parents work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-agency working
- Statements of SEN and Individual Educational programmes are regularly reviewed

Arrangements for Considering Complaints about SEN provision within the School

- Complaints regarding special education provision should be addressed in the first instance to the SENCO. A meeting will be arranged to meet the complainant where the matter will be discussed and decisions made as how to proceed.
- In the case where an agreement can not be made, the complainant will be referred to the Principal of the academy.
- If the complaint is still unresolved, it may be referred to the Chair the Academy Committee
- If all these procedures fail to resolve the issue, a formal complaint concerning special needs may be registered with the LA.