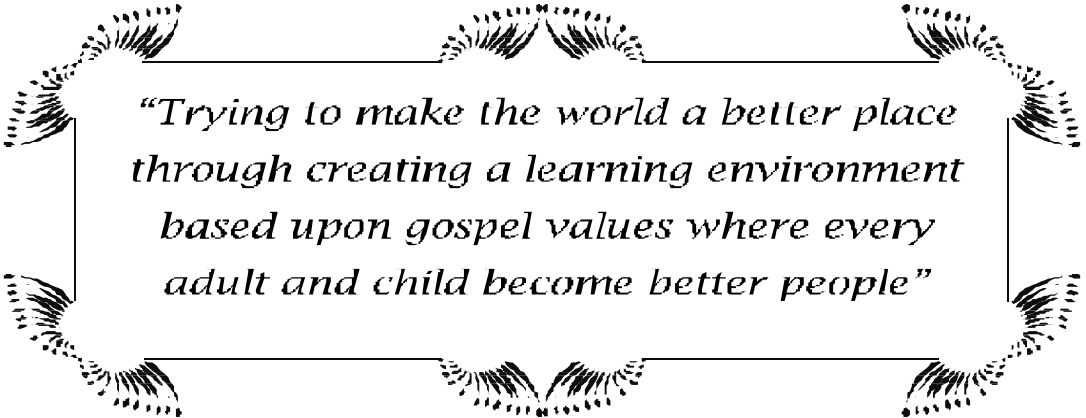


**HOLY FAMILY CATHOLIC SCHOOL  
DIOCESE OF NORTHAMPTON**



*“Trying to make the world a better place  
through creating a learning environment  
based upon gospel values where every  
adult and child become better people”*

**POLICY  
FOR  
SPECIAL EDUCATIONAL NEEDS**

April 2008

## **AIMS, VALUES AND BELIEFS**

We believe our school should be a happy and caring place where children want to come and where they will feel secure. As teachers we aim to create an environment in which children can experience the joy of learning, are valued as important members of the school and belong to a community that celebrates their differences.

We recognise that each child is of equal value and that it is our privilege and responsibility to accept each child into our community. Beginning from their first day and throughout their stay with us, we should have high expectations of all children in order to encourage them to develop their potential to the full.

We believe that every individual in the school should be accorded the respect and dignity that is the right of every person. In all our relationships, we should try to be fair, consistent, encouraging, understanding and compassionate. As a Catholic school, we feel religious education should permeate and, indeed, inspire the whole life and work of the school, and we believe it to be our responsibility to instil respect for religious and moral values and promote awareness and understanding of other races, religions and ways of life.

For each individual, we aim for genuine excellence in every sphere of activity: academic, pastoral, social, physical, moral and spiritual. We do not see knowledge as a means of material prosperity and success, but as a call to serve and be responsible for others.

We believe that education is the shared responsibility of parents, teachers, the Church and community. Parents have a right to expect that what a child is taught is what a child needs to know and that education should develop a sense of self-respect and the capacity to live as independent, self-motivated people with the ability to function as contributing members of co-operative groups.

As adults, we believe that we should demonstrate a commitment to life-long learning and that this should be ever permeated with the desire to seek that which will best serve the needs of our children. We should strive to develop a personal openness to change but also to model the attitudes and behaviour we expect from our children.

We believe that each child has a right to be taught all areas of the curriculum and that we should aim always to cater for the needs of all children, enabling them to develop concepts, attitudes, values and skills through stimulating and relevant experiences. We should help children to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to academic tasks and physical skills.

We believe that children enjoy success and become more effective learners once their image of themselves is positive and good.

We believe that this can best be achieved by our working through open and participative structures.

We would like to emphasise the words of Archbishop Murphy in 1958:

"You cannot educate the mind and neglect the heart. When they leave school they will forget quite a number of subjects, but there is one subject they will never forget and that is you. Your person is going to have a greater influence on their future life than all the blackboards in the country."

September 2009

## **SPECIAL EDUCATIONAL NEEDS POLICY**

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

A child has a special educational need if he or she has a learning difficulty that calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she

- a) has a significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age within the area of the local education authority.
- c) is under compulsory school age and falls within the definition at (a) or (b) above or would do if special education provision was not made for the child.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools, other than special schools in the area.

A child must not be regarded as having a learning difficulty solely because the language /form of language at home is different from the medium in which the child is taught. A child may also need special attention if they are gifted or talented.

### **Children who may need special consideration include:**

- Children with a recognised medical condition
- Children who have a physical/sensory need
- Children who are gifted and/talented
- Children who have general/specific learning difficulties and are underachieving as a result
- Children who have behavioural difficulties

- Children who have an emotionally/socially based difficulty

**This policy should be read in conjunction with the school's Aims, Values and Beliefs Statement. These are described on pages at the front of this document.**

### **Aims**

- To promote equal opportunities for all children whatever their gender, background, race or abilities
- To ensure that wherever possible all children are taught in their own class group, and that withdrawal is kept to a minimum.
- To allocate resources that can be used to support all children's individual needs
- To provide a staffing structure with clear lines of responsibility for SEN, with provision for staff training.
- To put in place programs of work (for classes/groups/individuals) that enable all children to make progress
- To operate an system of record-keeping and regular monitoring of each child's progress
- To find effective ways of informing and consulting with all parents about SEN in the school
- To support those parents who have children with SEN
- To devise effective lines of communication between all those involved with SEN.

All staff at Holy Family School accept that they are teachers of children with special needs and aim to ensure that the needs of every child in their care are recognised, professionally assessed and catered for. Whilst we appreciate that all children have special needs, we recognise that for some children with particular needs extra support will be necessary.

We aim to ensure that all parents can be assured that, should at any time any child needs special needs provision, their needs will be met through the procedures contained herein.

"since every person of whatever race, condition and age is endowed with human dignity, he/she has an inalienable right to an education corresponding to his/her proper destiny and suited to his/her talents."  
(Gravissimum Educationis)

## **Objectives of the Policy**

We intend to

- clearly define procedures so that all staff are supported and informed of the practices of the school in implementing the statutory requirements relating to Special Educational Needs
- clearly define procedures so that all staff are informed of the practice of the school in implementing the 'Code of Practice' appropriately
- ensure that all staff are aware of the systems in place to enable them to carry out their responsibilities
- ensure systems are in place for identifying children's special educational needs in relation to the stages of the revised Code of Practice
- ensure that systems are in place to monitor, assess and keep appropriate records for children with special educational needs
- ensure that children with special educational needs receive their entitlement to a broad and balanced curriculum that embraces the National Curriculum and are integrated as fully as possible into school life
- celebrate the achievements of those children who have learning difficulties equally with those who find success easier to achieve
- provide a range of special educational provision in the school in the form of specialist teaching and support, resources and equipment, in order to meet the wide variety of needs

**The Headteacher** is responsible for the overall management of the provision for children with special educational needs.

**The Special Educational Needs Co-ordinator** responsible for the implementation of the Policy is Mrs. Lesley Blount. She is assisted in this role by Mrs Sharon Burton and Mrs Simonetta English.

## **Admission Arrangements**

Children are admitted to Holy Family School according to the criteria within the Admissions Policy. We value each child and aim to meet the needs of all pupils within the context of inclusive practice. Pupils are admitted to our school without reference to ability or aptitude.

Governors will ensure that pupils with Special Educational Needs who are admitted to Holy Family School and Nursery will participate with other pupils in activities within the school so far as is reasonably practical and the efficient education of all children is maintained.

### **Special Educational Needs Provision and Co-ordination - Roles and Responsibilities**

#### **a) Head teacher**

The head teacher has the responsibility for the management of all aspects of the school, including provision for children with SEN. These responsibilities are met within the close collaboration of the head teacher, SENCO and class teacher in the early identification and subsequent provision of pupils with a significant educational need.

The head teacher will:

- Assist in the development, monitoring and evaluation of the governor's SEN policy
- Assist in establishing success criteria
- Involve all staff and governors in SEN development
- Agree job description with SENCO, creating the opportunity for non-contact time
- Establish procedural guidelines for all staff
- Maintain responsibility for the day-to-day management of SEN.

#### **b) The Governing Body**

In order to ensure that the necessary provision is made for any pupil who has SEN, the Governing Body should:

- Have a knowledge of the school's system for the identification of pupils experiencing difficulty
- Have knowledge of the school's course of action for such pupils in relation to the Code of Practice
- Publish information about and report annually on the School's SEN policy, ensuring that this information is available to parents
- Ensure that where the head teacher/SEN governor has been informed by the LEA that a child has SEN, those needs are made known to all those who are likely to teach them

- Promote procedures in the school that are inclusive and ensure equal opportunities and access to the National Curriculum, where children with SEN join with children who do not have SEN in all the school's activities, so far as is reasonably practical and compatible with the learning needs of the child receiving SEN provision and the efficient education of all children
- Ensure that parents are included in and notified of a decision by the school to make SEN provision
- Ensure that the SEN Governor meets regularly with the SENCO to consult with regard to systems and management.

### **c) The SENCo**

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision and monitoring Individual Education Plans (IEPs)
- Supporting staff in the interpretation of the SEN policy
- Co-ordinating the work of Teaching Assistants who work with children with special needs
- Assisting in the development, monitoring and evaluation of the SEN policy
- Identifying and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Liaising with outside agencies.

### **d) The teacher**

Teachers are responsible for:

- Identifying and assessing children who are causing concern, sharing all evidence collected with the SENCo
- Ensuring the right of all pupils to access the National Curriculum
- Planning differentiation
- Initiating School Action
- Liaising with parent and child
- Developing, reviewing and delivering IEPs
- Liaising with SENCO, teaching and non-teaching staff
- Liaising with outside agencies where needed
- Involving themselves in policy development
- Their own professional development with regard to SEN via INSET.

### **e) Teaching Assistants and other support staff**

We have built up a large team of TAs and support staff and they have become the eyes and the ears for the teacher. We fully encourage our staff to contribute and participate in discussions about pupils experiencing difficulties.

These members of staff are responsible for:

- Working in collaboration with the class teachers and the SENCo
- Assisting in the identification of individual needs
- Helping to provide effective learning strategies for 1:1/small groups
- Developing a variety of methods appropriate to individual pupils
- Assessing, recording and evaluating pupil progress

### **Identification and Assessment Arrangements for Children with Special Educational Needs**

Children with special educational needs may be identified from the following sources:

- parents of children new to the school are asked to inform the school of any special educational needs their child may have
- The Foundation stage profile submitted by Nursery and Reception
- outside agencies, e.g. Speech Therapist
- referral from the class teacher
- parental referral
- concerns raised by the child
- teacher assessment
- SATs results at the end of Key Stages
- standardised test results in reading, spelling, English, Mathematics, verbal/non-verbal reasoning
- school records of new children transferring from other schools.

Children whose progress or behaviour is a cause for concern will be identified to the SENCo through a Cause for Concern referral form.

All children referred will be discussed/assessed by the SENCo with the class teacher and suggestions will be made for appropriate strategies/materials to use.

Once particular children have been identified, a programme of support will be implemented and regularly monitored by the class teacher. They may receive timetabled support from an adult and it may be appropriate to keep a diary of the support provided. This diary will be available to parents to read and contribute to.

Once the decision has been made to place a child on a programme of support, the classteacher will inform the parents of the nature of the concerns, explain our proposals for support and encourage their involvement. The SENCo will be available to all parents requiring further clarification and/or advice. This stage is called School Action and the child may be placed on the SEN register.

If after an appropriate period of time, the child is still experiencing difficulties, it may be necessary to refer to one of the outside agencies listed in this policy. This means that the child is now at the stage called, School Action plus.

If further help is sought because the school is unable to manage the needs of the child through their own resources, the school may apply for a statutory assessment of SEN. This may mean the child receives a Statement of Special Educational Need.

### **Integration of Special Educational Needs children**

It is the philosophy of Holy Family School that all children should be included with their peers within their class as far as is possible and in the best interests of the child.

Special Needs within the classroom are met by

- being aware of all the information on record
- ensuring that what is expected is achievable
- having clearly defined objectives
- ensuring that instructions are clear and that they are understood
- offering a variety of learning materials, e.g. computer programs,

pictorial tasks, etc.

- consideration to use of vocabulary / readability
- consideration to grouping
- agreed monitoring and assessment being followed.

### **Providing Access to the National Curriculum**

Each teacher in Holy Family School is expected to provide for each group or class a differentiated curriculum suited to the range of ability of the children, so that each child is able to work on material at an appropriate level.

In addition, special needs staff support teachers by advising on and assisting with the differentiation of teaching materials to ensure access to the National Curriculum for all children.

Some children, including those who have a Statement of Special Educational Needs, can benefit from withdrawal sessions in small groups or in one-to-one situations, thus enabling their needs in specific areas of the curriculum to be assessed and individual programmes developed.

### **Review Arrangements**

The monitoring and review of children with special educational needs are as follows:

- regular contact is maintained with the Educational Psychologist
- regular contact is maintained with other professionals where appropriate, e.g. Speech Therapist
- regular contact with parents to ensure they are aware of the child's progress and to keep them informed of any changes in their child's IEP.
- parents are invited to be involved in their child's annual review of progress where the child has a statement of special educational needs
- there is regular monitoring of the child's needs through consultation with the SENCo.

### **Complaints Procedure**

The Special Educational Needs Policy will be available to all parents on request and is also available on the school's website. If a parent has any reason to be concerned that their child's special educational needs have not been identified or are not being adequately met, they should, in the first instance, discuss their concerns with the class teacher.

If the matter is not resolved satisfactorily, parents are welcome to discuss their concerns with the SEN Co-ordinator or make an appointment to see the Head Teacher.

In the unlikely event that the matter is still unresolved, parents may put their concerns in writing to the Chair of Governors, Mr. Kieran McKeown.

### **Special Educational Needs INSET**

Staff meetings will be arranged for school-based in-service training.

New members of staff will have specific input on Special Educational Needs included in their Induction Programme.

The SENCo and other members of staff, where appropriate, will regularly update their knowledge and awareness of issues relating to Special Educational Needs by reading and by attending appropriate courses.

Support services, such as Educational Psychologist, Speech Therapist, Occupational Therapist, teacher of hearing and visual impairment, or any other appropriate agency, may be called upon to give specialist advice or work with particular children.

### **Links with outside agencies**

Holy Family School works in partnership with outside agencies, such as

- Speech Therapist
  
- School Medical Service
  
- Social Services
  
- Educational Psychologist
  
- Occupational Therapist
  
- CAMHS

- Behavioural Support Services
- Education Welfare Officers
- Other agencies, as appropriate

### **Partnership with Parents**

Parents are invited and encouraged to be involved at all stages of their child's education.

They are encouraged to meet with their class teacher, SEN Co., and Head Teacher, as appropriate, normally during the Parents consultation evenings which are held termly.

Parents are given copies of their child's IEPs and their views and comments form part of the IEP reviews whenever possible.

### **Monitoring and evaluating the school's SEN provision and policy**

The policy is reviewed where there are changing circumstances and at least once every two years. The next planned review will be September 2009.

INSET needs are reviewed regularly. Staff are routinely instructed in SEN protocols at the start of each year and at intervals during the year, depending on need.

The SEN Governor meets regularly with the SENCo to monitor progress and provide feedback to the Governing body.

### **Monitoring of provision will consider the following:**

- Are the IEPs addressing the needs of the children?
- Are the children fully aware of their own targets and are they achievable?
- Does the school identify children's needs early enough?
- Do staff make full use of the range of SEN resources?
- Is the training offered to staff, helpful?
- Are staff using their TA support in the best way?

### **Resources**

Our main and most valuable resources are our teaching assistants and teachers. A teaching assistant is allocated, as a general principle, to each class from Years R - 3 every morning to support children's learning needs, under the direction of the classteacher. Classes in Years 4, 5 and 6 have as a minimum one TA between each year group. In addition, children in Years 5 and 6 receive additional support in maths and literacy.

### ICT

There is a networked computer in every classroom and a state of the art ICT Suite with 32 PCs. There is a wide range of support material on the school network as well as individual learning and support programs on CD.

### Diagnostic Resources

The Aston Index and Phonological Abilities Test are available for diagnostic testing, along with appropriate intervention programmes.

### Special Needs Resources

- Neale Analysis of Reading Ability (Revised Edition)
- Phonological Abilities Test for Diagnosis of Specific Learning Difficulties
- Launch Into Reading Success - intervention programme for phonological awareness training.
- Alpha To Omega - Fourth Edition
- Phonological Awareness Training Programme - Pat Wilson, Bucks Psychological Service.
- Dyslexia Worksheets - Multi-Sensory Learning
- Charles Cripps Handwriting
- Speaking Starspell - software
- Catchwords Ideas For Teaching Spelling - Charles Cripps (teachers' manual)
- Spelling Games and Activities - NASEN publication

- *A Rainbow of Words - Activities to Promote Listening and Speaking* - NASEN publication
- *Games To Improve Reading Levels* - NASEN publication

In addition to the above, each class has a range of spelling resources.

### **Transition to Secondary school**

When Year 6 children with SEN are making their choices for transfer to their next school, they are advised to visit the SEN department and speak to the school SENCo, before making their decision.

A meeting may then be held with the Head of Year at the secondary school, the primary SENCo, the secondary SENCo and the class teacher, to explain the child's difficulties and to ensure provision will be available to accommodate them.

For statemented children this meeting will take place at the annual review.