



Archdiocese of
Birmingham



St Gregory Catholic Academy

SEN Policy



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy
Date of Academy Committee Approval
Chair of Academy committee
Signature
Chair of Academy Committee
Policy review period

Curriculum Committee
March 2017

12 months

MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.
By achieving together through out love and faith, we place Christ at the centre of all we do.**



Version Control

Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	



Special Needs Co-ordinator: Marie Mottram

Academy Committee SEN Representative: Mr McKenna

Introduction

St Gregory's Catholic Academy is a mainstream school which aim to include all pupils in all aspects of school life by / through:

- To provide quality first teaching to all children.
- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Create a nurturing environment that children feel safe and secure and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development.
- To involve pupils and parents in planning and any discussion making that affect them and their family.
- To provide all children with the opportunity to access the wider school life and community.
- Our policies for raising standards are for all children, therefore operating inclusive schooling for children with SEN. Early identification of difficulties and appropriate intervention will give children with SEN the best possible start to their school lives (DfEE-Excellence for all children).

Definistion of SEN

Special educational needs and disability code of practice: 0-25 years (July 2014) states:

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 (Pg 4)

We also identify children as having SEN if their behaviour is such that they cannot; access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision)
- To achieve and build upon standards outlined in the Dyslexia Friendly Status Level 1.



Identification and Assessment

Identification

St Gregory's Catholic Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as;

:

- Communication and interaction
Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).
- Cognition and Learning
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, emotional and mental health difficulties. (SEMH)

These four broad areas of need give an overview of the range of needs that should be planned for but school undertakes assessment in order to meet individual needs.

The school see the parental views as essential in identifying pupil's needs.

Parents are encouraged to be involved in every step of their child's education through:

- Regular meetings with the class teacher and SENCO to review progress and discuss next steps.
- Home school link workers running workshops for parents.
- Family learning sessions for you and your child to attend together.
- Curriculum and SEN workshops to learn new ways to best support your child
- (SMG) Parent café every morning to discuss anything that is on your mind.
- Parent forum/SEN Parent Forum helping to make decisions about school matters.
- Newsletters and information on the website.
- Home School link diaries providing essential daily communication.
- Watch Me Learn Sessions

The following sources of assessment information are taken into account:

- Observations made during Stay and Play sessions/Gregory Bear sessions (SG) /home visits and visits to pre-school settings.
- Nursery Baseline Assessment, Teaching Talking Screening
- Reception Baseline
- Foundation stage profiles
- Y2/Y6; SATs
- Year 1 Phonics Screening
- Standardised Tests, Yark Reading Test, BPVS, Graded Word Spelling Test, Salford reading and Comprehension Test.
- Y3-Y5; Annual QCA Numeracy/Literacy tests
- Assessment of progression using teacher assessments/records and DC Pro
- Raise on line

A child identified as having English as an additional language is not classified under the SEN code of Practice as having a Learning Difficulty. However some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.



A Graduated Approach to SEN Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage.

Class teachers will inform and involve parents where a child has been identified as requiring additional support. Intervention, support strategies and/or reasonable adjustments will be agreed with parents in order to achieve desirable outcomes.

The school uses Assess, Plan, Teach and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

Monitoring and Evaluation of SEND Provision

Every child is entitled to Quality First Teaching. To ensure this Executive Head Teacher Senior Leadership Team and SENCO will monitor through:-

- Formal and Informal lesson Observations
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Pupil and Parent Questionnaires
- Analysis of data
- Pupil conversations
- Parent conversations
- Appraisals
- Learning Walks
- Academy Committee Link SEN Representative visits

To ensure quality and personalised provision the SENCO will monitor through;

- Intervention records / provision maps
- Learning passports
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- SEN drop ins
- Reading Diary/Chris Staunton Daily Diary monitoring

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEN Representative termly.

The progress of pupils with SEND will form part of the conversation at performance management meetings.



Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.

Involvement of Pupils

- We will ensure early and timely planning for transfer to a pupil's next phase of education we will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Statements of Special Educational Needs or Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings in the year prior to them leaving.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

- All children are included in trips. Staff carefully select transport, activities and venues that are suitable for all children.
- All children are included in clubs. The participation of children with specific needs is closely monitored by the School Leadership Team.
- All children are included in all aspects of school life wherever possible by careful risk assessment; putting extra support in place where necessary.



