

ST. JOHN FISHER CATHOLIC PRIMARY SCHOOL

SPECIAL NEEDS DISABILITY POLICY [2011]

At St. John Fisher School we respect the uniqueness of each individual child. We acknowledge that any child who has an emotional, physical, social or learning difficulty, which calls for extra provision, has a special educational need. We will seek to address these needs through a broad based curriculum that is relevant and differentiated.

‘Our commitment to Christ’s ministry leaves us ideally placed to respond with imagination and sensitivity to individual needs. Essential to that task will be a proper respect for the gifts and needs of each individual, a flexibility of approach and a commitment to press for the provision of appropriate resources by the relevant authorities.’ [Evaluating the distinctive Nature of a Catholic School]

We believe all teachers, in partnership with parents, are responsible for meeting these needs.

We seek to create a climate where children show concern for others, value each person’s contribution and are given responsibility for evaluating their own achievements.

OBJECTIVES

- to create an environment that meets the special educational needs of each child
- to enable all children to have full access to all elements of the school curriculum
- to integrate all pupils as fully as possible into the school
- to ensure all pupils are given opportunities to make progress
- to ensure there is effective communication between home and school
- to ensure pupils are given opportunity to be involved in decisions relating to their education
- to have high expectations for all children
- to identify the roles and responsibilities of staff in providing for children’s special educational needs
- to work alongside outside agencies when appropriate

The Governing body is responsible for the provision of special educational needs within the school.

Mrs. Deborah Savrimoothoo is the named governor for special needs.

The implementation of the policy is undertaken by:

Mr C McNerney – Head teacher

Mrs. G. Bywaters –SEN Coordinator

Mrs. S. Mole – Part-time Learning Support Teacher

All members of the teaching staff, supported by Learning Support Assistants.

Identification and Assessment

The school uses a graduated response to meeting special educational needs in line with the 'CODE of PRACTICE' 2002. All children are assessed and monitored through normal classroom teaching. If they are not making adequate progress consultation may take place between the teacher, Head teacher and/or the S.E.N.Co. A decision will then be made regarding **School Action** and **School Action Plus** [Appendix A]

'All children deserve to have their achievements and progression recognised and the curriculum should reflect the different levels of attainment likely to be achieved'. [DFES 2000 National Curriculum Q.C.A.]

Progress is monitored through some or all of the following:

- Value added data
- National Curriculum Targets.
- End of key stage SATs and optional SATs in key stage 2
- Reading/Spelling Assessments
- P. Scales
- Foundation Stage Profile
- Teacher assessments
- Views of parents and pupils

Adequate progress is demonstrated when there is evidence of some or all of the following:

- The child's rate of progress is maintained or improved
- There is evidence of improved behaviour
- A higher level of independence is achieved

A small proportion of pupils have a **Statement of Special Educational Needs**. An annual review of their needs takes place annually, involving parents and outside agencies.

Common Assessment Framework [CAF]

The school may decide to put a CAF in place where they feel a child's needs may need to be monitored on a regular basis. CAF meetings will involve any relevant agencies, with the co-operation of the parents.

Individual Education Plans [I.E.P.'s]

Pupils who have a Statement of Need, or are on School Action Plus will have an I.E.P. Most children on School Action will also have an I.E.P. The I.E.P. only records strategies that are additional to, or are different from the normal differentiated curriculum. It will show:

- short term targets set for the child
- teaching strategies being used
- provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

Pupils and parents will be involved in the target setting and review process. For pupils who have statements of SEN, as well as the review of their I.E.P.'s, their progress and support outlined in their statement will be reviewed annually and a report sent to the Local Authority.

Inclusion

We respect the fact that children:

- have different educational, physical and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress, and to take part in learning

External Support Services

- The school receives regular visits from the Educational Psychologist and Educational Welfare Officer.
- The school seeks the advice and support of the Specific Learning Difficulty Base whenever necessary.
- Other agencies such as Speech Therapists and Advisory teachers for children with hearing impairments and language disorders will be consulted as necessary.

Where appropriate we jointly agree and implement strategies.

Transition

The school makes every effort to liaise with receiving schools regarding transfer of children from one school to another. This is done through informal conversations with Head teachers and SENCo's. Extra visits may be arranged if deemed necessary.

Parent Partnership

The school seeks to work in partnership with parents at all times. It encourages close dialogue with them through joint discussions and decision making

The school will provide details of the LEA Parent Partnership service that is open to all parents of children with special educational needs for independent support and advice.

Complaints Procedure

Any parent who is not satisfied with the Special needs arrangements for their child should address their complaints to the Head Teacher. Consultation can then take place between parents and school. [Further details available in School prospectus – School Based Complaints Procedure]

Governing Body

The governing body works to secure the necessary provision for any pupil identified as having special educational needs.

The governing body has decided that children with a statement of special educational needs will be admitted to the school in line with the school's agreed admission policy.

The governor responsible for S.E.N. will meet with the SENCo each term to discuss and evaluate the effectiveness of the school's policy and then report back to the governing body.