



Cardinal Newman Catholic Primary School

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Special Educational Needs (SEN) Policy

Mission Statement

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop to his or her full potential in the knowledge that they are uniquely created and loved by God.

1. Introduction

This policy was reviewed and updated in Autumn 2012 and is in line with the Revised Code of Practice, Disability Discrimination Act and the Every Child Matters documents. It should be read in conjunction with the following school policies- Inclusion, Behaviour, Anti-bullying, Physical Intervention, Intimate Care, Attendance, Equality Policies and Safeguarding Policies.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities and in all aspects of school life. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, so that they can function, learn and succeed in the school environment. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims

The aims of this policy are:-

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special needs.

- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process

3. Identification, Assessment and Review

Some children join our school with their needs already assessed. Formal assessments e.g. reading tests, spelling tests, SATs tests etc may indicate a child has special educational needs. Teachers and / or parents may also express concerns at any time. This is the start of the graduated approach laid down by the Code of Practice (COP) There are three stages:-

School Action
 School Action Plus
 Statutory Assessment

School Action (SA)

Once a child's needs have been identified and parents consulted, the child's Class Teacher will offer interventions that are *different from* or *additional to* those provided by the school's usual differentiated curriculum.

School Action Plus (SA Plus)

The Special Educational Needs Co-ordinator (SENCO) and Class Teacher, in consultation with the parent(s), identifies that support is needed from outside services. Parents will be invited to meet with the SENCO and / or the agency during or after the visit. They will receive copies of any reports written. This may lead to additional or different strategies, implemented whenever possible within the normal classroom setting, but may include withdrawal to work with a Learning Support Assistant. Surrey Local Authority (LA) has criteria laid down to aid decision making.

Statutory Assessment

In a small number of cases, if the child continues to demonstrate a significant cause for concern, a request for a Statutory Assessment will be made to the LA. A wide range of evidence about the child will support the request .If the LA is satisfied that the child's needs are significant and/or complex and cannot be met at SA+, the Statementing process proceeds.

A Statement is a means of access to extra resources. It outlines in detail the needs of the child and how these can be met.. There is an Annual Review of the Statement where the views of the pupil, parents, school and other professionals are sought.

All children, whether at School Action, School Action Plus or Statemented will have an IEP.

Cardinal Newman Action

We have a number of pupils who do not meet Surrey's criteria to be on the Code of Practice but who we feel would benefit from support. Pupils at Cardinal Newman Action also have an IEP

Individual Education Plan (IEP.)

The I.E.P. shows the short- term targets set for the child, strategies to be used and provision to be put in place. The Class Teacher writes the IEP in discussion with the SENCO if necessary. Advice from any other professionals is also included. IEPs are written twice a year- in October and February. There is also a review at the end of the Summer term.

4. The Role of the SENCO

In our school the SENCO :-

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents
- acts as the link with external agencies and other support agencies
- liaises with early years settings and secondary schools
- monitors and evaluates the special educational needs provision and reports to the governing body.
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff

5. Allocation of Resources

Surrey LA makes provision for pupils with special educational needs by giving the school a delegated budget according to an agreed formula. A specific amount of money is also given per child at SA Plus, although this is not allocated specifically to the child. A child with a Statement is also issued a specific amount of money dependent on the number of points allocated in their Statement.

The SENCO is responsible for the management of the specified resourcing for S.E.N. provision within the school and meets regularly with the Head teacher to agree the use of funds. A large proportion of the funding is used for support staff salaries. The Head teacher informs the governing body how the funding has been employed.

6. Provision

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.

Provision for children with special educational needs can be provided in a various ways:

- Differentiation within the classroom
- Children given support within the classroom
- Withdrawal from the classroom to work individually or in small groups with a member of staff eg TA, SENCO, teacher.

As well as support for Literacy and Numeracy, help can also be given with social skills, motor skills, speech and language and behaviour. We also support pupils in the playground who may be experiencing difficulties

7. Partnership with Parents

The school works closely with parents to support children with SEN. As can be seen from Section 3, parents are involved at every stage. The SENCO is available to meet with parents at any time throughout the year.

8. Pupil Participation

Children are involved at an appropriate level in decision making, including setting targets for their IEPs and contributing to the Annual Review.

9. Support Services

The following Support Services can be called upon for advice as appropriate :

- Educational Psychology
- Language and Learning Support
- Behaviour Support
- Speech and Language Therapy
- Occupational Therapy
- Autistic Spectrum Disorder Outreach
- Child and Adolescent Mental Health Services (CAMHS)
- School Medical Officer \ Nurse
- Physiotherapy
- English as an Additional Language (ELMA)
- Home /School Link Worker
- Educational Welfare

Glossary

COP	Code of Practice
I.E.P	Individual Education Plan
LEA	Local Education Authority
LSA	Learning Support Assistant
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
TA	Teaching Assistant

Reviewed : Autumn 2012

Next Review: Autumn 2014